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## 1986–1987 Catalogue



Smith College  
Northampton, Massachusetts 01063

SMITH COLLEGE BULLETIN

Smith College admits students of any race, color, creed, handicap, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. The college does not discriminate on the basis of race, color, creed, handicap, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

## SMITH COLLEGE BULLETIN

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All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.



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# 1986–1987 Catalogue

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Smith College  
Northampton, Massachusetts 01063

**SMITH COLLEGE BULLETIN**



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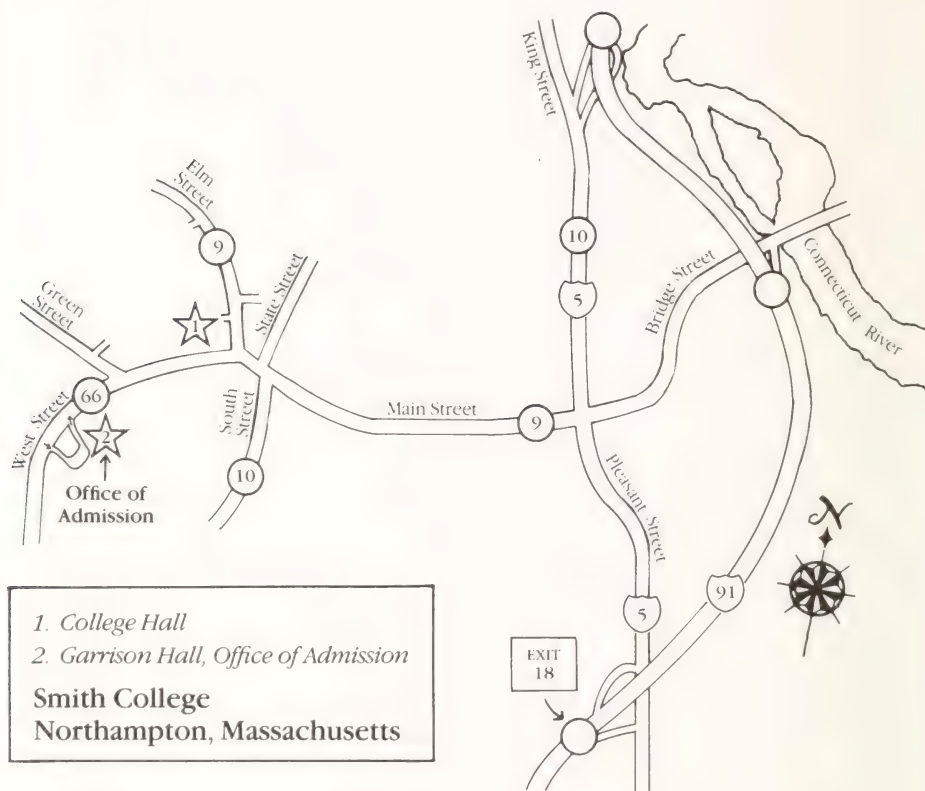
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## How to Get to Smith

**By Bus:** Peter Pan and Continental Trailways serve the area. The bus station is four blocks from the Office of Admission, and taxis are available at the station.

**By Air:** Bradley International, 38 miles from Northampton, is the nearest airport.

**By Car:** Northampton is on Route I-91. Take Exit 18. Follow Route 5 into the center of town and turn left onto Route 9. At the second set of lights bear left onto Route 66 (West Street). The Office of Admission (Garrison Hall) is the third building on your left.



Smith College is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.



# Inquiries and Visits

Smith College  
Northampton, Massachusetts 01063  
(413) 584-2700

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, or interview.

## Admission

Lorna R. Blake, *Director of Admission*  
Garrison Hall, 42 West Street  
(413) 584-0515

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday and, during the first semester, from 9 a.m. to noon on Saturday.

## Financial Aid and Campus Jobs for Undergraduates

Anne F. Keppler, *Director of Financial Aid*  
College Hall 2, 10, and 12  
(800) 221-2579, January 15–July 15, 1987  
(2 to 9 p.m. Eastern Time)

Members of the Office of Financial Aid are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of Bills

Larry C. Selgelid, *Treasurer*  
College Hall 4

## Parent Payment Plans

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Karen Pfeifer, *Dean of the Freshman Class*  
College Hall 23

Patricia C. Olmsted, *Dean of the Sophomore Class and Associate Dean for Intercollegiate Study*  
College Hall 23

Donald B. Reutener, *Dean of the Junior and Senior Classes*  
College Hall 23

## Student Affairs

Carol Weinberg  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director*  
Drew Hall

## Medical Services and Student Health

Dr. Joan E. Morgenthau, *College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Yvonne Freccero, *Director of Planning and Research and Registrar*  
College Hall 6

## Public Relations and Calendar

*Director*  
Pierce Hall 28

## Development

Charlotte B. Heartt, *Director*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director*  
College Hall 3

## School for Social Work

Ann Hartman, *Acting Dean*  
Lilly Hall

## Alumnae Affairs

Nancy C. Steeper, *Executive Director, Alumnae House, Alumnae Association*  
(413) 584-2985

# Academic Calendar, 1986–87

The calendar for the academic year consists of two semesters separated by a three-week interterm in January. Each semester allows for 13 weeks of classes followed by approximately three days for pre-examination study and a four-day examination period.

## September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## First Semester

Wednesday, September 3, 9 a.m.—Houses open for freshmen

Wednesday, September 3, 7:30 p.m.—Freshman class meeting

Saturday, September 6, noon—Houses open for upper classes

Sunday, September 7, 7:30 p.m.—Opening convocation

Monday, September 8, 8 a.m.—Classes begin

## October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

To be announced by the president—Mountain Day  
(all classes canceled)

Friday, October 10, 4:10 p.m.—Wednesday, October 15,  
8 a.m.—Autumn recess

## November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Wednesday, November 12—Tuesday, November 18—Course registration  
for the second semester

Tuesday, November 25, 5:10 p.m.—Monday, December 1,  
8 a.m.—Thanksgiving recess

## December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Friday, December 12—Last day of classes

Saturday, December 13—Monday, December 15—Pre-examination  
study period

Tuesday, December 16—Friday, December 19—Midyear  
examinations

Friday, December 19, 4:30 p.m.—Monday, January 5, 8 a.m.—  
Winter recess

## Interterm Period

Monday, January 5–Sunday, January 25, 1987

The January Interterm is a period for reading, research, and concentrated study for both students and faculty. Libraries, the language laboratory, practice rooms, and sports facilities are open; research laboratories, art studios, and other facilities remain open at the discretion of the departments concerned. Faculty, students, and staff offer a full schedule of courses, seminars, trips, and conferences in academic and non-academic subjects. Students are not required to be in residence, and no academic credit is granted for work done at Smith or elsewhere during this period.

## Second Semester

Sunday, January 25, 7:30 p.m.—All-college meeting

Monday, January 26, 8 a.m.—Classes begin

Wednesday, February 25—Rally Day exercises  
(all classes canceled)

### January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

### March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Friday, March 20, 4:10 p.m.—Monday, March 30, 8 a.m.—  
Spring recess

### April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Monday, April 13–Friday, April 17—Course registration for the  
first semester of 1987–88

### May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Friday, May 1—Last day of classes

Saturday, May 2–Monday, May 4—Pre-examination study period

Tuesday, May 5–Friday, May 8—Final examinations

Sunday, May 17—Commencement

☐: The college is not in session.





# History of Smith College

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Smith College began over a hundred years ago in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith.

The sole inheritor of a large fortune at the age of 65, Sophia Smith concluded, after much deliberation and advice, that by leaving her inheritance for the founding of a college for women she could best fulfill a moral obligation, expressed as follows in her will:

I hereby make the following provisions for the establishment and maintenance of an institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges for young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisaged by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christianity" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have



the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and a faculty of six under the presidency of Laenus Clark Seelye. Its small campus was planned so as to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street; for study and worship students used the town's well-endowed public library and various churches. Students lived not in a dormitory but in a "cottage," where life was more familiar than institutional. Thus began the "house" system to which, with some modifications, the college adheres even today. In its main lines, the educational policy of the new college, laid down in President Seelye's inaugural address, is still valid: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum that included not only the humanities but also the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to over \$3,000,000, its faculty to 122, its student body to 1,635, its buildings to 35. These buildings included Alumnae Gymnasium, site of the first basketball game played by women and also the original part of what later became the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country. The college continued to grow under President Seelye's successor, Marion LeRoy Burton, who did much to improve the business methods of the administration.

When William Allan Neilson became president in 1917, Smith was one of the largest women's colleges in the world. President Neilson shrewdly set out to develop the advantages associated with large academic institutions, while maintaining those characteristic of small ones. Under his leadership the size of the faculty continued to increase and the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge later complemented by the more intensive study of a major subject. An honors program was instituted, as were interdepartmental majors in science, landscape architecture, and theatre. More dormitories were built, mainly in the Georgian complex called "the Quad," so that every member of the student body could live in a college house. And the School for Social Work, a coeducational graduate program, was founded.

President Neilson's great achievement lay in making Smith College not only one of the leading colleges in the United States, whether for men or women, but also in developing it as an institution international in its distinction and its concerns. Himself a Scotsman, married to a highly educated German woman, President Neilson transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought to the college an influential procession of exiled or endangered foreign teachers, scholars, lecturers, and artists. Meanwhile Smith students went to study in France, Italy, and Spain, as long as peace lasted, on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson's retirement in 1939, just before the outbreak of World War II, was followed by a year's interregnum during which an alumna trustee, Elizabeth Cutter Morrow, served as acting president. In 1940 an English scholar, Herbert Davis, took office as Smith's fourth president and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already in World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt, a replica of whose chateau gates are now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. From 1942 to 1945 a summer term was added to the college calendar so some students could graduate more quickly and go on to government, hospital, or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character: refugees came to lecture, to teach, to study; foreign films were shown regularly in Sage Hall—a practice to which a generation of students would owe their sensitivity both to other cultures and to an important new art. President Davis's administration was marked by an intensification of academic life, a reflection of his belief that serious study was a way of confronting the global threat to civilization.

By 1949, when Benjamin Fletcher Wright came from Harvard to become Smith's fifth president, the college had resumed its regular calendar and had seen the completion of several much-needed building projects, among them a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom.

In 1950 the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, with the completion of the Helen Hills Chapel, Smith acquired its own place of worship. The early 1950s were not, though, easy years for colleges, since

McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed unusual courage and statesmanship. His achievements owed a great deal to the financial and moral support of Smith's alumnae, whose Alumnae Association was by now the most devoted and active body of its kind in the country. Before President Wright's term ended, the college received a large gift for the construction of a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. As the 1960s wore on, social and cultural changes stirred the college profoundly, and a series of powerful movements perturbed the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. More varied educational experiences were made available to Smith undergraduates as cooperation between Smith and its neighbors—Amherst, Hampshire, Mount Holyoke, and the University of Massachusetts—was extended, and along with other private colleges in the Northeast, Smith developed the Twelve College Exchange Program. To the Smith campus were added buildings with the most modern facilities for the study of the natural sciences, performing arts, and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

During the 1960s a number of political and social movements—the civil rights movement, the students' rights movement, and the anti-war movement—broke in waves over many of the country's universities and colleges, including Smith. During this period Smith was very fortunate, thanks largely to the wisdom, tact, and humor of President Mendenhall, and the college emerged from the 1960s with a more precise awareness of student needs and a sense of social responsibility that was both active and practical.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men as candidates for degrees and Yale, Princeton, and Dartmouth to accept women, some members of the Smith community started to wonder whether it, too, should not become coeducational. In 1971, after studying the question in detail, a committee drawn from the board of trustees, the faculty, the administration, the student body, and the alumnae association came to the conclusion that admitting men as candidates for the Smith degree would detract from the principal purposes of the college, which had been, and remained, provision of the best possible education for women.



In the late 1960s and early 1970s another movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. A charismatic and energetic leader with a vision for women's education, her administration was marked by a major renovation and expansion of Neilson Library, evidence of Smith's undiminished concern with the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the conventional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. During President Conway's administration the Career Development Office was expanded to better counsel Smith women, both as undergraduates and as alumnae, about career opportunities and graduate training. In recognition of the rapidly growing emphasis on fitness and athletics for women, the Ainsworth Gymnasium was built and ground was broken for new indoor and outdoor track and tennis facilities. Mrs. Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton, and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, the religious and ethnic composition of Smith's student body had changed a great deal. During its early decades that body had been overwhelmingly Protestant. By the 1970s, however, Roman Catholic and Jewish college chaplains were well established alongside the Protestant chaplain, reflecting students' diverse spiritual needs. Today other faiths and minority groups, too, are well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

The college under the guidance of President Dunn continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, today a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses having their own common and dining rooms, a happy survival of the founders' "cottage" plan. The faculty is still composed of both men and women, thus exemplifying a professional community in which the two sexes work with and respect each other. The teaching is still as challenging as it is at the best men's or coeducational colleges. And while Smith's curriculum responds to the new intellectual needs of today's young women—offering majors or interdepartmental programs in computer science, women's studies, neuroscience, film studies, and other emerging fields—courses in the core disciplines of the humanities, arts, and sciences continue to flourish. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.



## The William Allan Neilson Chair of Research

The William Allen Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*  
1927-32

**G. Antonia Borgese, Ph.D.**

*Comparative Literature*  
1932-35

**Sir Herbert J. C. Grierson, M.A., LL.D.,  
Litt.D.**

*English*  
Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*  
First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*  
First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*  
Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*  
Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*  
1942-43

**Edgar Wind, Ph.D.**

*Art*  
1944-48

**David Nichol Smith, M.A., D.Litt.**

(Hon.), LL.D.  
*English*  
First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*  
Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*  
Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*  
Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*  
1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D.,  
Litt.D., Dr. (Hon.)**

*Astronomy*  
First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*  
Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*  
Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*  
Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller,  
Dr.-es-Sc., A.M. (Hon.)**

*Physics*  
First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*  
Second semester, 1961-62

**Denes Bartha, Ph.D.**

*Music*  
Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*  
First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.),  
D.Pharm. (Hon.)**

*Chemistry*  
Second semester, 1967-68

**Wolfgang Stechow, D.Phil., L.H.D.,  
D.F.A. (Hon.)**

*Art*  
Second semester, 1968-69

**Robert A. Nisbet, Ph.D.**

*Sociology and Anthropology*  
First semester, 1971-72

**Louise Cuyler, Ph.D.**

*Music*

Second semester, 1974-75

**Herbert G. Gutman, Ph.D.**

*American Studies*

1977-78

**Renee C. Fox, Ph.D., Litt.D. (Hon.)**

*Sociology and Anthropology*

First semester, 1980-81

**Auguste Angles, Docteur es Lettres**

*French*

First semester, 1981-82

**Victor Turner, Ph.D.**

*Religion and Biblical Literature*

First semester, 1982-83

**Robert Brentano, D.Phil.**

*History*

First semester, 1985-86

**Germaine Brée, Ph.D.**

*Comparative Literature*

Second semester, 1985-86

**Charles Mitchell, M.A.**

*Art History*

1974-75

**Felix Gilbert, Ph.D.**

*History*

1975-76

**Giuseppe Billanovich,**

*Dottore di Letteratura Italiana*

*Italian Humanism*

Second semester, 1976-77

**Jean J. Seznec, Docteur es Lettres**

*French*

Second semester, 1977-78

**Hans R. Guggisberg, D.Phil.**

*History*

First semester, 1980-81

**Alistair Crombie, Ph.D.**

*History of Science*

Second semester, 1981-82

**John Coolidge, Ph.D.**

*Architecture and Art History*

Second semester, 1982-83

**Howard Mayer Brown, Ph.D.**

*Music*

First semester, 1983-84

## **The Ruth and Clarence Kennedy Professorship in the Renaissance**

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:



# The Academic Program

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## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present, and future. Therefore, we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience, and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy, and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions, and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture, and makes possible communication outside one's own society; and

*Exercise and sport studies*, because they provide opportunities for recreation, health, and the development of skills for the complete person.

The diversity of student interests, aptitudes, and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study that would implement these goals and be appropriate for every student. The requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.



## The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology (in the Department of Sociology & Anthropology)	Italian Language & Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages & Literatures	Political Science (see Government)
Economics	Portuguese (see Spanish & Portuguese)
Education & Child Study	Psychology
English Language & Literature	Religion & Biblical Literature
French Language & Literature	Russian Language & Literature
Geology	Sociology & Anthropology
German Language & Literature	Spanish & Portuguese
Government	Theatre

Interdepartmental majors are offered in the following areas:

American Studies	Comparative Literature
Ancient Studies	Computer Science
Biochemistry	Medieval Studies

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Committee on Academic Policy.

A student may complete the requirements of two departmental majors and have both indicated on her record.

## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Logic
East Asian Studies	Marine Sciences
Engineering	Neuroscience
Ethics	Political Economy
Film Studies	Public Policy
History of the Sciences	Third-World Development Studies
International Relations	Urban Studies
Jewish Studies	Women's Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments. Approval must be granted by each of the departments concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the junior and senior classes. Student-designed minors must differ substantially from existing minors.

## Advising

### Pre-Major and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The freshman class dean assigns a pre-major faculty adviser to each freshman, matching her expressed interests to the adviser's academic expertise. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

## **The Minor Adviser**

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

## **Pre-Medical and Pre-Health Professions Advising**

Students who wish to prepare for a career in medicine have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for medical schools.

Students interested in a pre-medical or other health-related program should consult one of the advisers (see p. 128) as early as possible in their college careers.

## **Pre-Law Advising**

The pre-law adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the pre-law adviser about her objectives and her academic program.

## **Engineering Advising**

Students who are interested in engineering should consult the director of the Dual Degree Programs in Liberal Arts and Engineering. More information about the programs can be found on p. 18.

## **Academic Honor Code**

In 1944, the students of Smith College voted to establish an academic honor system in the belief that each member of the Smith community had an individual obligation to uphold the academic standards of the college. The basic assumption, that the learning process is a product of individual effort and enthusiasm, and therefore assumes a moral and intellectual integrity, still obtains. The Academic Honor Code is the institutional expression of these beliefs. The code exacts a commitment from each individual to be honest and to respect and respond to the demands of community living.



## Special Programs

### Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the Administrative Board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 summer school credits may be counted toward the degree. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer school credit.

### The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising, and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status, and involvement in campus life after she enrolls at Smith. Each has a high level of ability (not necessarily shown previously in school) and strong motivation to finish her college education despite the demands of a complicated personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities, and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences, and arranging "big sisters" for new students. The full range of Smith courses, majors, minors, and programs is open to Ada Comstock Scholars.

Some Adas take one course per semester, while others take as many as five. We consider three or more courses to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements, and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.



For information about how to apply, see Admission, p. 83. Information about expenses and how to apply for aid can be found on p. 72, under Fees and Financial Aid. For more information about the Ada Comstock Scholars Program, contact Eleanor Rothman, director of the Ada Comstock Scholars Program, at (413) 584-2700, extension 3090.

### **Community Auditing: Non-Matriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$10 fee for each lecture course (\$75 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

### **Engineering**

The Smith College Dual Degree Programs in Liberal Arts and Engineering, in conjunction with the University of Massachusetts School of Engineering, offers a unique opportunity for the integration and concurrent study of courses in liberal arts and engineering. Smith's programs offer both a comprehensive five-year curriculum leading to the Smith A.B. and the university B.S. in engineering, and a course of study leading to the Smith A.B. and the university M.S. The M.S. degree from the university will usually require 1½–2½ years of study beyond graduation from Smith. The student also has the option of seeking an interdepartmental minor in engineering from Smith. Alternatively, a student can simply incorporate engineering courses into her Smith program without seeking the minor or a second degree.

The student must complete all the usual requirements for a Smith A.B. degree. Ordinarily, she chooses a major in a field of scientific study that complements her engineering interests. In the second or third year, a balance of liberal arts and engineering courses will be developed in close conjunction with the program advisers at both Smith and the university.

The School of Engineering offers majors in chemical, civil, electrical and computer, and mechanical engineering, and in industrial engineering/operations research. There are programs in each of these departments leading to more intensive study in such areas as the environment, alternative energy sources, management, and health care delivery.

There is an academic adviser at Smith for these programs.

### **Five College Interchange**

After the first semester of her freshman year, a student in good standing may take a course without additional cost at Amherst, Hampshire, and Mount Holyoke

colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student.

## Honors Program

A departmental honors program allows a student with a strong academic background to work with greater independence and in more depth in the field of her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Each department supervises its honors programs and sets its own conditions for admission. The minimum standard for eligibility is a B+ (3.3) average for all courses in the major through the junior year. Only Smith College, Five College, and Smith College Junior Year Abroad grades are counted. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the junior and senior classes, acting chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the junior and senior classes.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

## Independent Study and Internships

Juniors and seniors, with the approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of 16 credits for independent study. Applications should be forwarded to the dean of the junior and senior classes, acting as chair of the subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their faculty sponsor(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, qualified sophomores, juniors, and seniors may be granted a maximum of eight credits

for approved, supervised, on-campus or off-campus internships or other work related to the student's academic program.

No more than 16 credits may be awarded for any combination of internships and independent study. The deadline for submission of proposals for independent study and internships is December 10 for a second-semester program and May 10 for a first-semester program.

### **Smith Scholars Program**

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply for admission to the program at any time between December 1 of her sophomore year and April 1 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class, and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s), and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

Advisers are expected to submit to the subcommittee, each semester, evaluations of the student's progress. The subcommittee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

The student's record for the period she is in the program will include grades in whatever courses she has taken, her advisers' evaluations of her performance, and the subcommittee's recommendation with respect to her degree.

### **Study Abroad Programs**

All applications for study abroad, whether for Smith or non-Smith programs, must be filed with the Committee on Study Abroad by February 1.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs listed here are not considered on



leave of absence. However, the year elsewhere does not count toward the required two years in residence in Northampton.

### **Smith College Junior Year Abroad Programs**

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research, and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence), and Switzerland (Geneva). Students from Smith and other colleges as well are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art, and theatre of each country; meetings are arranged with outstanding scholars, writers, and leaders. During the academic year students live with local families, in student dormitories, or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in the freshman year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith honors candidate should consult the director of honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For the programs in Florence, Hamburg, and Paris, the comprehensive fee covering tuition, room, and board is the same as the comprehensive fee for the year's study in Northampton. For the Geneva program the comprehensive fee covers tuition and room only; meal costs are assumed by the student. Travel and incidental expenses vary according to individual tastes and plans.



In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the college to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature, and history are also given as preparation for the more specialized work of the academic year. In October the students are matriculated at the university together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects are available in addition to the traditional courses in art history, literature, and history; other fields of study include music, religion, government, philosophy, and comparative literature. The students live in private homes selected by the college. The minimum language requirement is normally two years of college Italian.

**Geneva.** The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art, and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris (from early September until mid-October). The academic year in Geneva begins in late October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in

almost every major field of study, and a wide variety of courses are available, including art (studio and history), biology, history, mathematics, music history, philosophy, physics, psychology, religion, and sociology. The minimum language requirement is normally two years of college German.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures, and excursions to several Provençal sites and to the Riviera. In mid-October, at the opening of the French academic year, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion, and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the college. The minimum language requirement is normally two years of college French.

### **Affiliated Study Abroad Programs**

In addition to the college's four programs listed above, students may participate in any of several other programs with which the college has formal affiliation.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries, and the social and political movements of the nineteenth and twentieth centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university residence halls and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the university's faculty serves as adviser to Smith College students.

**The Junior Year in Sussex, England.** Each year the college is authorized to nominate two Smith students, one of whom must be an American studies major, to attend the University of Sussex in England. These students are matriculated directly into the university, live in the university residences, and follow a regular university course program.

Interested students should consult the director of the American Studies Program or the associate dean for intercollegiate study.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this center. Qualified majors in classics, ancient studies, and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult the Department of Classical Languages and Literatures.

**Cooperative Russian Language Program.** Through Smith's affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult the Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult Esperanza Ramirez-Christensen, Assistant Professor of Japanese.

**Fudan University, Shanghai, China.** The college participates in a one-to-one student exchange with Fudan University in Shanghai. Interested students should consult Daniel Gardner, Department of History, or Steven Goldstein, Department of Government. Applications must be submitted to the Committee on Study Abroad by February 1.



**Independent Study Abroad.** Students who wish to study abroad in programs other than those described above or who independently gain admission to a foreign university should consult the associate dean for intercollegiate study, concerning procedures for leaves of absence and evaluation of transfer credit. Applications for provisional approval by the Committee on Study Abroad should be submitted no later than February 1. The minimum requirements for approval are an overall 3.0 (B) average and at least one year of the language of the country in which the program or university is located.

## **Other Off-Campus Study Programs**

**Study at Historically Black Colleges.** Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. Application forms are available in the class deans' office and must be filed by March 1 preceding the year away from Smith College.

**Twelve College Exchange Program.** Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to a limited number of students and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally, students participating in the program may not transfer to the host institution at the end of their stay there.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

**Pomona-Smith Exchange.** The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and



juniors in good standing, with a minimum 3.0 (B) average, are eligible. Applications are available in the class deans' office.

**Jean Picker Semester-in-Washington Program.** The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on p. 215.

**Internship at the Smithsonian Institution.** The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on p. 94.



## Graduate Study

At Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members, and access to superb facilities. Each year about 100 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal delight, or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (non-degree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Fine Arts (Department of Dance), Master of Education, Master of Education of the Deaf, and Master of Science in Exercise and Sport Studies, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies.

Most graduate courses, which are designated as 400-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

### Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the

department concerned. Applicants to all programs who wish to be considered for financial aid must submit all required application materials, including financial aid forms, before March 1 of the spring preceding registration. Applications for the Diploma in American Studies program must be received on or before February 1 of the proposed year of entry into the program; applications for the Master of Fine Arts program in dance must be received on or before March 1 of the proposed year of entry into the program; applications for the Master of Education of the Deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as July 31. Applicants must submit their credentials in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and scores from either the Graduate Record Examination or the Miller Analogies Test. Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College admits male and female graduate students of any race, color, creed, handicap, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. Smith College does not discriminate on the basis of race, color, creed, handicap, sex, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs for graduate students administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

## Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. With the approval of their academic adviser and the director of graduate study, they may take a maximum of three courses for degree credit at Amherst, Hampshire, or Mount Holyoke College or the University of Massachusetts. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.



## Degree Programs

### Master of Arts

Applicants to the Master of Arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of eight semester courses of work, of which at least four, including those in preparation for the thesis, must be of graduate level. The remaining four may be undergraduate courses (of intermediate or advanced level), but no more than two courses at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology, and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.



**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of two semester courses spent in research for the thesis. We offer opportunities for advanced study and research in a wide variety of specializations within the department.

**Education and Child Study.** At least three semester courses in education above the freshman level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination.

**French.** Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature, or a subject related to Italian studies, such as art, history, or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year as participants in the Smith College Junior Year Abroad Program in Florence, Italy, and must complete a thesis and the equivalent of eight semester courses at the graduate level.

**Music.** Candidates should have had at least nine semester courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French, or Italian, to be established by a short language examination administered to entering students by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The Master of Arts program in music, usually completed in two academic years, requires 12 semester courses, normally distributed as follows: a minimum of six at the graduate level (two of

which will be in preparation of the thesis), and a maximum of six at the undergraduate level (two of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Two of the 12 required semester courses may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect four semester courses in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

**Religion.** Because the department's course offerings for graduate study are limited, admission will normally be limited to qualified applicants whose personal circumstances (family, job, or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition* to the eight courses required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

**Theatre.** A candidate should have had at least four semester courses in theatre, including work in aspects of theatre outside the area of specialization. The program for the master's degree consists of eight semester courses, including the preparation of the thesis. The thesis may be based on research in one of the following fields: dramatic literature (with or without a directorial component), dramatic criticism, history of the theatre, or playwriting.

### **Master of Arts in Teaching**

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is

required. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, classics, English, French, history, mathematics, music, and physics actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of eight semester courses. Inexperienced teachers take a total of 10 semester courses, including two in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of four semester courses in the teaching field and three semester courses in education, and practice teaching. An experienced teacher takes a minimum of four semester courses in the teaching field and two semester courses in education. Of the eight courses in the regular academic year, three should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

## **Master of Education**

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in the various states, including the fifth year required for some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a long paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Eight semester courses are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their



teaching experience. Three courses should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College bulletin describing the program may be obtained from the Smith College Department of Education and Child Study, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate unusual interest and ability in dance. Performance, production, choreography, and history of dance are stressed. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Susan Waltner, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Science in Exercise and Sport Studies**

Men and women students who have a bachelor's degree or its equivalent are eligible for programs of study leading to the Master of Science in Exercise and Sport Studies specializing in the Coaching of Women. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal twelve courses required. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-. Courses for graduate credit may not be taken on a Pass/Fail basis.

Students should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) work with two intercollegiate teams for two years and 2) take eight additional courses. Students interested in teaching certification may receive such by taking appropriate courses in education along with the exercise and sport studies curriculum.



## Doctor of Philosophy

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the thesis director and two other members of the faculty.

The degree of Doctor of Philosophy is occasionally granted in the Department of Biological Sciences; however, the department strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Applicants to either the Five College or the Smith College Ph.D. program should hold a master's degree or its equivalent. Highly qualified students with little or no previous graduate work in biological sciences may be accepted, but they must fulfill the course requirements for the master's degree in addition to such other requirements as are set by the guidance committee. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

## Non-Degree Programs

### Certificate of Graduate Studies

We award the Certificate of Graduate Studies to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least seven semester courses completed with a grade of C or better. At least five of these courses should be above the intermediate level.

## Diploma in American Studies

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least three years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of six semester courses: American Studies 455a and 455b (special seminars for diploma students only), four other courses in American studies or in one or more of the cooperating disciplines, and a long paper.

## Special Students

Well-qualified students who wish to take courses are required to file a non-degree student application along with an official undergraduate transcript showing the date and degree received. The permission of each course instructor is necessary. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a non-degree student may count toward the degree with the approval of the department concerned. Non-degree students are not eligible for financial aid.

## Housing and Personal Services

### Housing

Two on-campus housing options may be available for graduate students for the 1986–87 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its dormitory facilities are closed during Thanksgiving vacation, winter recess, and spring recess.

**Room-Only Plan.** Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$1,860 includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens. Students provide their own board.

**Room-and-Board Plan.** Graduate floor of an undergraduate dormitory or off-campus residence owned and maintained by the college. Single and double bedrooms, no private bathrooms. The fee of \$4,120 includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens, plus all meals, which must be taken in the college dormitory assigned to residents.

## Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students under the age of 30 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus, and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the Doctors' Office (Outpatient Department) and to participate in the Smith College health insurance program as follows:

I. Doctors' Office (Outpatient Department)—use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a charge of \$35.00 plus laboratory fees at the time of the first visit.

II. Health Insurance—the college has its own insurance plan, underwritten by Fred. S. James & Co., which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

All students are required to carry either a) the Smith College health insurance plan (single students) or b) a plan for married students available through the School for Social Work, unless they show that they have comparable coverage under a private plan.

## Finances

### Tuition and Other Fees\*

Application fee _____	\$ 30
Tuition for full-time work, for the year** _____	10,570
Room and board for the academic year† _____	4,120

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\* Subject to change.

\*\*This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include Christmas and spring recesses. All houses are closed during Christmas vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.



Tuition for part-time work, per semester course _____	\$1,325
Health insurance (estimate) (optional if alternate coverage can be demonstrated) _____	260
Continuation fee, per semester _____	50
Fees for non-degree students (special students)	
Application fee _____	30
Fee per course _____	1,325

For additional information concerning fees for practical music and studio art see pp. 65-66.

Statements for semester fees are mailed on or about July 20 and December 7. Payment of charges for the first semester is due by August 15 and for the second semester by January 7. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

### Deposit

A general deposit in the amount of \$100 payable upon acceptance is required from each student. (This is a one-time deposit that will be refunded following graduation or for enrolled students upon withdrawal, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

### Withdrawal Refunds

Commitments to faculty and staff are made by the college in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the second week of classes _____	75%
Prior to the third week of classes _____	50%
Prior to the fourth week of classes _____	25%
Prior to the fifth week of classes _____	10%
Thereafter _____	0%

## Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due March 1: the Financial Aid Form (FAF); a copy of parents' IRS Form 1040, upon request; a copy of student's IRS Form 1040 or 1040A.

Several scholarships are available for foreign students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships and graduate assistantships are available in the science departments and also in the departments of education and child study, exercise and sport studies, dance, and music. The stipend at present is \$6,000 for the first year and \$6,400 for the second year. Teaching fellows may also apply for scholarship assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid in College Hall. A National Direct Student Loan or a Guaranteed Student Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College. Requests for information should be addressed to Karen Tatro, the assistant director for student loans, in the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.

## Changes in Course Registration

*During the first 10 class days* (up to Friday, September 19, in the first semester, and Friday, February 6, in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first 10 class days:*

A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester, with the permission of the instructor, the adviser, and the director of graduate study.

B. A student may *drop* a course up to 20 days before the last day of classes (Tuesday, November 11, in the first semester, and Friday, April 3, in the second semester):

- (1) after consultation with the instructor; and
- (2) with the approval of the adviser and the director of graduate study.

A course dropped prior to the last 20 class days will not appear on the student's permanent record.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.





## The Campus and Campus Life

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**T**he strength of the liberal arts program at Smith is mirrored by the facilities and services that support it. We continually improve our library and museum holdings, which already are among the finest in the country, and upgrade our equipment to give students here every technological advantage.

### Facilities

Much of the daily campus activity at Smith occurs in the following centers.

#### **William Allan Neilson Library**

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles, and slides well in excess of one million items, the Smith College library rivals the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and we therefore maintain an open-stack policy. We offer our users many support services, which are described in various brochures available near the reference desk in Neilson Library. Chief among them are individualized bibliographic assistance, on-line database searches, and access to other library collections through interlibrary loan. Terminals in each of the libraries provide students with access to the growing on-line union catalog of the libraries of Amherst, Hampshire, and Mount Holyoke colleges and the University of Massachusetts at Amherst, as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in the Clark Science Center (Science Library), the Fine Arts Center (Hillyer Art Library), and the Mendenhall Center for the Performing Arts (Werner Josten Library).

The William Allan Neilson Library houses the bulk of the collection, over 710,000 volumes, and is the home of the Rare Book Room with its collection of over 15,000 books, manuscripts, and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the College Archives, which preserves the college's history, are located in Alumnae Gymnasium, which is connected to the Neilson Library.



Library hours:	Monday–Friday	7:45 a.m.–Midnight
	Saturday	9 a.m.–Midnight
	Sunday	10 a.m.–Midnight

(During the pre-exam study periods, and midyear and final examination periods, Neilson is open until 2:00 a.m.)

Library summer hours:	Monday–Thursday	8 a.m.–11 p.m.
	Friday	8 a.m.–5 p.m.
	Saturday	Noon–5 p.m.
	Sunday	6–11 p.m.

## Clark Science Center

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It includes Burton Hall, where the center's administrative office can be found, as well as classrooms, laboratories, and faculty offices; McConnell Hall, with a large lecture hall, classrooms and laboratories, a computer terminal room and resource center, and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices, and the Science Library, where more than 103,389 volumes, 9,389 microfilms, and an extensive periodicals collection are available. The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

In addition to the on-campus facilities we also have an observatory, located in West Whately, that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Science Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	Noon–10 p.m.

## Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection represents works dating from the twelfth century B.C. to the present. Museum catalogues and other publications are available at the museum. Hillyer Hall is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking, and photography are supplemented by darkroom facilities, faculty offices, classrooms, and the Hillyer



Art Library with more than 49,000 volumes and 69,000 photographs. Graham Hall is a large auditorium that is used as needed for exhibition space, large lectures, and special media presentations. These three buildings open onto a shared sculpture courtyard.

Art Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	Noon–10 p.m.
June–August:	Monday–Friday	9 a.m.–1 p.m.
Museum hours:	Tuesday–Saturday	Noon–5 p.m.
	Sunday	2–5 p.m.
	Mondays and academic holidays	Closed
June:	Tuesday–Friday	By appointment
July–August:	Tuesday–Saturday	1–4 p.m.

### **Mendenhall Center for the Performing Arts**

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre, and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers and their audiences accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops, and lounges that support production in Theatre 14, which holds an audience of 460; the versatile Hallie Flanagan Studio, with its movable seats for 200; and the T.V. Studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 28,000 books, 36,000 scores, and 44,500 records to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in a gracious auditorium seating 750 at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned with a tower with a peal of eight bells hung for change ringing.

#### **Werner Josten**

Library hours:	Monday–Thursday	8 a.m.–10:45 p.m.
	Friday	8 a.m.–9 p.m.
	Saturday	10 a.m.–9 p.m.
	Sunday	Noon–10:45 p.m.

### **Wright Hall**

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the 44-booth language laboratory, the Jahnige Social Science Research Center with 16 computer terminals and more

than 500 data sets, the conference lounge, and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions, and for research.

Language lab hours:	Monday–Thursday	8:30 a.m.–Noon 1–5 p.m. 7–9:30 p.m.
	Friday	8:30 a.m.–5 p.m.
	Saturday	Closed
	Sunday	1–5 p.m. 7–10 p.m.

### Center for Academic Computing

While the Center for Academic Computing offices are located in Stoddard 24, academic computing spans the campus, with an ever-growing number of terminals and microcomputers in smaller computing resource centers around the college. We continually upgrade and expand our system. We now have access to computers in most buildings on campus, including residential houses, through a campus-wide Local Area Network. Students can access the Digital VAX 11/785 16 hours a day for completing specific course assignments, for word processing, for bibliographic searches, for concordance work, and for many more creative purposes. A VAX 11/750 is used by students in the Introduction to Computer Science course. More than three dozen IBM Personal Computers are available to students and faculty for text processing, financial analysis, and other general purpose computing uses. Staffed by eight professionals and more than 75 student assistants, the Center for Academic Computing is an active and accessible center for all students.

### Center for Academic Development

From its offices in Seelye 20, the Center for Academic Development offers a variety of programs to help students write and study more effectively. Seven professional writing counselors, one of whom specializes in teaching English as a second language, review essay drafts with students, point out strengths and weaknesses, listen to new ideas, and make suggestions for improvement. In the evenings and on weekends the same services are provided by seven student writing assistants stationed in Neilson Library, Seelye 20, and residential houses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with tutors, students who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from freshmen taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in various academic skills, such as public speaking and revising on word processors, and conducts research on current issues of learning and teaching.

## Ainsworth/Scott Gymnasia

As Sophia Smith's will required, physical activity continues to hold an important place at Smith. The Ainsworth/Scott Gymnasia are a testament to the importance of exercise and athletics at Smith. In addition to two gymnasia and a swimming pool with one- and three-meter diving boards, the complex offers two weight training rooms, a dance studio, an athletic training room, and a human performance laboratory. During 1986-87, a new indoor athletic facility that includes a 200-meter track and four tennis courts will open adjacent to the gymnasia. Squash players enjoy the six squash courts, which include two exhibition courts with galleries seating 125 spectators. There are locker/shower rooms for men and women in each facility, as well as one for visiting teams.

The facilities of the Ainsworth/Scott Gymnasia are expanded by the 30 acres of athletic fields, including a lighted field for evening games, a rigorous 5,000-meter cross country course, a 400-meter all-weather track, a three-quarter-mile cinder jogging track, and 12 lighted outdoor composition tennis courts. Our shells are housed in the boathouse on the Connecticut River. We have five "eights" and one "four," and the boat house on Paradise Pond houses eight barges, one double, four singles, and 12 canoes.

Ainsworth/Scott Gymnasia hours:	Monday-Friday	7 a.m.-10:30 p.m.
	Saturday-Sunday	9 a.m.-10 p.m.

## Student Residence Houses

Smith is a residential college, and students live in 44 residence buildings with capacities of 16 to 94 students. The houses range in architectural style from modern to Gothic and Classic Revival. Each house has a comfortable living room, a study or library, and laundry facilities. Most houses have a dining room where students eat meals prepared by the house kitchen staff. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of students offer alternative living arrangements to students.





## Athletics and Exercise

Students' physical well-being is of prime importance, for both their success at Smith and afterwards as a lifetime pattern. We encourage exercise and sport through several levels of instruction in a broad range of activities through the Department of Exercise and Sport Studies (pp. 183–89) with both credit and non-credit courses. Our Athletic Department, pp. 334–35, invites students to join team sports through the competitive intercollegiate teams and the spirited intramural competitions. Through the variety of options we offer, every student can find a satisfying balance between her intellectual and physical activities.

## Career Development

The Career Development Office provides advisers and counselors to help students and alumnae prepare for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops, and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, and summer jobs. We teach students how to assess their individual interests, strengths, and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research. They practice interviewing on videotape and can create or update résumés and cover letters on our word-processing equipment.

We encourage all students to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their own doctors at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. In our own facilities we can provide some medicines and treatments, such as hydrocollator and whirlpool baths; injections for desensitization as requested by a student's own physician; and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college physicians. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available

for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by Fred. S. James & Co., that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their pre-college health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the Smith *Handbook* and expect all students to comply. Before receiving a room assignment (on or about July 15), each student must have completed her Health Pre-Admission Information Form and sent it to the College Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are first required to have a physical exam by a college physician.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect, represent the Protestant, Catholic, and Jewish faiths and organize weekly services of worship at the chapel for each. The Ecumenical Christian Church, Newman Association, and B'nai B'rith Hillel Foundation are active religious groups on campus that present additional programs of religious, ethical, and cultural interest when the college is in session. Other student religious groups, including the Evangelical Fellowship, Campus Crusade for Christ, the Baha'i Fellowship, and the Black Gospel Jubilation, use the chapel's facilities, which include a lounge and library as well as the sanctuary, for their programs and services. Additionally, the chaplains welcome students to their offices downstairs in the chapel to talk about religious or personal matters.



The Helen Hills Hills Chapel serves many functions for a wide variety of groups and individuals at Smith. Visitors may hear any of a number of choirs rehearsing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, or smell a meal cooking for a gathering later in the day.

Area churches, synagogues, and other religious communities representing most denominations enjoy having students join their services and programs as well.

Any student who is unable, because of her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

## The Campus Pace

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic, and socio-economic backgrounds. We generate many groups, activities, and events that cover a broad range of interests. We welcome members of the Five College consortium into classes and at most campus events. Their participation expands even further the perspectives and experiences that we represent.

All students at Smith are part of the Student Government Association. The SGA allocates a budget in excess of \$235,000 to more than 50 student organizations to support their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits, and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members, and alumnae also contribute to the already full schedule.

The daily campus patterns include periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching, and also for friends, fun, and relaxation. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.



# The Student Body

## Summary of Enrollment, 1985-86

### Undergraduate Students

	Class of 1986	Class of 1987	Class of 1988	Class of 1989	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	626	420	625	651	232	2,554
Not in residence <sup>2</sup>	37	182	12	2	18	251
Five College course enrollments at Smith:						
First semester						516
Second semester						512

### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	51	25	20

1. Guest students are included in the counts of students in the Northampton area.

2. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 39 Smith students and 2 guest students in Paris; 7 Smith students and 4 guest students in Hamburg; 21 Smith students and 9 guest students in Geneva; and 9 Smith students and 3 guest students in Florence.



## Geographical Distribution of Students, 1985–86

## United States

	Class of 1986	Class of 1987	Class of 1988	Class of 1989	Ada Comstock Scholars	Graduate Students
Alabama	—	1	—	1	—	—
Alaska	1	—	2	—	—	—
Arizona	6	5	5	3	1	—
Arkansas	1	—	—	1	—	—
California	44	47	50	37	2	4
Colorado	4	4	2	8	2	—
Connecticut	44	55	52	37	7	10
Delaware	4	1	4	—	—	—
District of Columbia	1	7	7	3	1	—
Florida	14	9	8	8	1	1
Georgia	3	5	4	9	—	—
Hawaii	3	—	4	—	—	—
Idaho	—	—	—	—	—	—
Illinois	20	12	19	15	—	—
Indiana	7	5	4	11	—	—
Iowa	—	—	—	4	—	—
Kansas	1	4	3	—	1	—
Kentucky	—	5	4	1	—	1
Louisiana	1	1	—	3	—	1
Maine	11	7	12	12	—	3
Maryland	16	14	19	23	—	1
Massachusetts	151	110	108	94	162	99
Michigan	8	7	10	14	—	1
Minnesota	4	10	7	13	—	—
Mississippi	—	1	—	—	—	—
Missouri	4	1	2	9	—	—
Montana	—	—	—	1	—	—
Nebraska	—	1	2	2	—	—
Nevada	—	—	1	2	—	—
New Hampshire	16	14	16	4	3	6
New Jersey	51	35	53	40	—	3
New Mexico	—	—	2	—	—	—
New York	111	95	102	96	3	23
North Carolina	3	3	1	10	—	—
North Dakota	—	—	1	—	—	—

	Class of 1986	Class of 1987	Class of 1988	Class of 1989	Ada Comstock Scholars	Graduate Students
Ohio	13	15	12	23	—	1
Oklahoma	—	1	6	5	—	—
Oregon	1	5	6	6	—	—
Pennsylvania	19	16	18	19	3	4
Puerto Rico	4	3	4	—	—	—
Rhode Island	4	5	1	10	—	—
South Carolina	1	—	—	5	1	—
South Dakota	1	—	—	—	—	—
Tennessee	3	8	6	1	1	—
Texas	13	11	9	14	—	2
Utah	1	3	3	4	—	—
Vermont	5	3	9	5	5	4
Virginia	10	12	12	9	—	2
Washington	8	4	3	9	—	—
West Virginia	—	4	—	3	—	—
Wisconsin	5	—	4	13	—	4
Wyoming	1	—	—	—	—	—

## Foreign Countries

	Class of 1986	Class of 1987	Class of 1988	Class of 1989	Ada Comstock Scholars	Graduate Students	Total from Country
Argentina	1	—	—	—	—	1	2
Austria	—	1	—	—	—	2	3
Bermuda	1	—	—	—	—	—	1
Canada	3	3	1	3	—	—	10
Central Africa	—	—	—	—	—	1	1
Chile	1	—	—	—	—	—	1
Colombia	—	—	—	—	—	1	1
Cyprus	—	—	—	1	—	—	1
Ecuador	—	1	—	—	—	—	1
Federal Republic of Germany	2	1	—	2	—	7	12
France	1	1	1	—	—	3	6
Ghana	1	1	—	—	—	—	2
Greece	1	2	3	1	—	—	7
Honduras	—	—	—	1	—	—	1
Hong Kong	—	3	4	3	—	1	11

	Class of 1985	Class of 1986	Class of 1987	Class of 1988	Ada Comstock Scholars	Graduate Students	Total from Country
India	2	4	5	12	—	9	32
Indonesia	—	—	—	1	—	—	1
Iran	—	1	—	1	—	—	2
Ireland	1	—	—	—	—	—	1
Israel	—	—	—	—	—	1	1
Italy	—	—	—	1	—	3	4
Japan	3	1	4	—	1	1	10
Kenya	1	—	—	—	—	—	1
Korea	2	1	1	3	—	—	7
Kuwait	—	—	—	1	—	—	1
Lebanon	—	1	—	—	—	—	1
Liberia	—	—	1	—	—	—	1
Malaysia	2	—	1	2	—	—	5
Mexico	—	—	—	2	—	—	2
Netherlands	1	—	—	—	—	1	2
Pakistan	1	1	3	7	—	—	12
People's Republic of China	—	—	2	1	1	6	10
Philippines	3	1	1	3	—	—	8
Portugal	—	—	—	—	—	1	1
Republic of Panama	—	—	2	—	—	—	2
Republic of South Africa	—	—	—	2	—	—	2
Spain	—	1	—	—	—	—	1
Sri Lanka	—	1	1	2	—	2	6
Sweden	—	—	—	1	—	—	1
Switzerland	1	—	—	2	—	3	6
Taiwan	1	—	—	1	—	1	3
Thailand	—	—	—	1	—	—	1
Tunisia	1	—	—	—	—	—	1
Turkey	1	—	—	1	—	—	2
United Kingdom	1	2	2	1	—	4	10
West Indies	—	—	1	1	—	—	2
Yugoslavia	—	—	—	—	—	1	1
Zambia	—	—	—	1	—	—	1



## Majors, 1985-86

	Class of 1986		Ada Comstock Scholars	Class of 1987	Totals
	(Srs.)	(Hon.)			
Economics	81	8	6	90	185
Government	86	1	1	75	163
English	70	4	9	59	142
Art	62	5	3	66	136
Psychology	59	3	4	52	118
Biological Sciences	37	—	2	37	76
Mathematics	30	4	1	25	60
History	28	4	3	22	57
American Studies	30	2	6	16	54
*French	8	—	—	10	18
French Studies	11	—	—	8	19
French Language and Literature	7	1	—	4	12
Biochemistry	23	1	1	23	48
Theatre	18	—	3	13	34
Sociology	19	—	3	10	32
Computer Science	16	—	2	11	29
Education and Child Study	12	—	4	11	27
Philosophy	7	2	—	12	21
Comparative Literature	7	1	—	12	20
Anthropology	9	—	2	8	19
Religion	3	—	6	9	18
Music	10	1	—	6	17
Physics	3	4	—	8	15
German	8	—	—	6	14
Geology	5	4	—	5	14
Spanish and Portuguese					
Spanish	5	—	—	4	9
Latin American Studies	2	—	—	2	4
Luso-Brazilian Studies	—	—	—	—	—
Chemistry	6	1	—	5	12
Afro-American Studies	5	1	—	4	10
Classics					
Latin	2	—	—	—	2
Greek	—	—	—	—	—
Classics	2	1	—	1	4

	Class of 1986		Ada Comstock Scholars	Class of 1987	Totals
	(Srs.)	(Hon.)			
*Russian	1	—	—	1	2
Russian Literature	—	—	—	1	1
Russian Civilization	2	—	—	1	3
Medieval Studies	1	1	—	2	4
Italian	1	—	—	—	1
Astronomy	—	—	—	1	1

### Independently Designed Majors

Ancient Studies	2	Japanese Studies	2
East Asian Studies	1	Women's Studies	1
Smith Scholars	2	International Relations	1

\*Specific major not yet determined.



# Academic Achievements, Prizes, and Awards

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## Academic Achievements

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors, or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

## First Group Scholars

Smith College students who have a record at the college indicating particularly high academic achievement in the previous year are named First Group Scholars.

## The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

## Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

## Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at

Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

## Prizes and Awards

The **Academy of American Poets Poetry Prize**, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate: **Elizabeth Bennett Crowell '86**.

The Connecticut Valley Section of the **American Chemical Society** award to a student who has done outstanding work in chemistry: **Carol Ann Marie Amaral '86**.

The **American Chemical Society Award** in analytical chemistry to a junior who has done outstanding work in analytical chemistry: **Elizabeth Mary Sanford '87**.

The **New England Chapter of the American Institute of Chemists** award to a senior who displays outstanding promise for advancing the professional aspects of the scientific community: **Mariquita Aurora Accibal '86**.

The **Anita Luria Ascher Memorial Prize**, given in her memory by Dr. Liebe D. Sokol 1951 and her parents, to be awarded annually to the student who has shown most progress in German during the year: **Laura D. R. Middleton '86**.

The **Elizabeth Babcock Poetry Prize** fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911.



The income is to be awarded annually for the poem adjudged best by a committee appointed by the Department of English Language and Literature: **Suzanne Michele Burns '86.**

The **Harriet Dey Barnum Memorial Prize** fund, founded by the class of 1916, the income to be used for outstanding work in music: **Gail Elizabeth Hudson '86.**

The **Suzan Rose Benedict Prize** fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics: **Stephanie Ann Boyko '88; Melinda Jane Guegeon AC.**

The **Samuel Bowles Prize** fund, the income to be awarded to a senior for the best paper on a sociological or economic subject: **Jaclyn Mona Goldman '86; Susanne Carrie Schnell '86; Cheryl Ann Silva '86.**

The **Kathleen Bostwick Boyden '70 Memorial Prize** awarded to a member of Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community: **Jennifer Marie Rodin '86.**

The **John Everett Brady Prize** fund, the income to be awarded for excellence in Latin. One or more prizes are given on the basis of an examination in the translation of Latin at sight, and a further prize is awarded to the student with the best record in the beginning course: **Jerise Fogel '86; Carol Leslie Graham AC; Kit Yu Lee '86.**

The **Margaret Wemple Brigham Prize** fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology: **Kirsten Elke Frederiksen '86; Elizabeth Merrill Van Cott '86.**

The **Amey Randall Brown Prize** fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a

prize for the best essay on a botanical subject: **Abigail Zoger '86; Ellen Veronica Kearns '86.**

The **Vera Lee Brown Prize** fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course: **Eileen Boyle Corbeil AC '86.**

The **Yvonne Sarah Bernhardt Buerger Prize** fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the college: **Kathryn Leigh Calley '86; Diana Beth Jaher '86; Patricia J. Tone '86.**

The **David Burres Memorial Law Prize**, established in 1985 by the widow (Professor Helen Searing), family, and friends of Attorney Burres, who in his lifetime encouraged the entry of women into the legal profession. The income, to be used for tuition, will be awarded annually to a graduating senior who has been accepted at law school. Preference will be given to those intending to practice law in the public interest: **Alexandra Elise Trinkoff '86.**

The **C. Pauline Burt Prize** fund, given by Miss Alice Butterfield, the income to be awarded to a student majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science: **Tracy Ann Kope '86; Karen Elizabeth Ruthman '86; Katherine Ann Schneider '86.**

The **James Gardner Buttrick** fund, given by Mrs. Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and Biblical literature: **Mary H. Park '86.**

The **Carlile Prizes**, given by the Very Reverend and Mrs. Charles U. Harris in memory of Dorothea Carlile 1922, for the best original composition for carillon and for the best transcription for carillon.

The **Julia Harwood Caverno Prize** fund, the income of which is given in the first instance to a member of the junior or senior class for excellence in Greek. A further prize is awarded to the student with the best record in the beginning course: **Monica Ruth Prasad '86; Heather Christine Mackey '88; Karalee Louise Strieby '89.**

The **Sidney S. Cohen Prize** fund, the income to be awarded by the Department of Economics for outstanding work in that field: **Suzanne Joy Cooper '86; Carol Ann Evans '86; Amy Louise Louis '86; Hannah Roditi '86.**

The **Ethel Olin Corbin Prize** fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English: **Adrian Nicole LeBlanc '86.**

The **Merle Curti Prize**, to be awarded annually to that student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize** fund, the income to be awarded for the best undergraduate work in political science: **Diane Russell '86.**

The **Alice Hubbard Derby Prize** fund, the bequest of Mr. Henry R. Lang in memory of his wife, a member of the class of 1885. The income is to be used for prizes awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes for excellence in the study of Greek literature in the original in the year in which the award is made: **Jerise Fogel '86.**

The **Elizabeth Drew Prize** fund, the income to be awarded to an undergraduate for work in English: **Elizabeth Bennett Crowell '86; Abigail Sophia Rischin '86; Christina Tomiyo Biddle '89; Jacqueline Marie Abair '86; Laura Jeanne Brewer AC.**

The **Hazel L. Edgerly Prize** fund, founded in memory of Hazel Louise Edgerly 1917, the income to be awarded on the recommenda-

tion of the department to a senior in honors in history for distinguished work in that subject: **Martha Clara Vail '86.**

The **Constance Kambour Edwards Prize** fund, established by her parents, Ada and George Kambour, the income to be given to the student who has shown the most progress during the year in organ.

The **Ruth Forbes Eliot Poetry Prize**, for the best poem submitted by a member of the freshman or sophomore class: **Patricia Joan Hassett '89.**

The **Samuel A. Eliot, Jr., Directing Prize**, established by Julia Heflin 1932, for distinguished achievement by a Smith College undergraduate in the directing of a production or workshop: **Karla Baldwin AC; Patricia J. Tone AC '86.**

The **Settie Lehman Fatman Prize** fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form: **Kiran Jif Kaur Saini '87; Mary Louise Marcell '86; Robyn Lois Menna '86.**

The **Heidi Fiore Prize**, founded by Emary C. Aronson 1982, in memory of Heidi Fiore 1980, for a senior student of singing: **Louise Mold GS.**

The **Harriet R. Foote Prize** fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The **Henry Lewis Foote Memorial Prize** fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excellence in class work in Biblical courses.

The **Clara French Prize** fund, founded by Mrs. Mary E. W. French, the income to be given to that senior who has advanced furthest in the study of English language and literature: **Abigail Sophia Rischin '86.**

The **Helen Kate Furness Prize** fund, founded by Horace Howard Furness, the

income of which is given for the best essay on a Shakespearean theme. The competition is open to all such essays (except Honors theses) prepared in courses and recommended by the instructors of those courses: **Laura Jeanne Brewer AC.**

The **Sarah H. Hamilton Memorial Prize** fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music.

The **Arthur Ellis Hamm Scholarship Prize** fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record: **Katharine Sarah Bolland '88; Christina Chen Ching Chu '88; Marya Evelyn Moqk '88.**

The **James T. and Ellen M. Hatfield Memorial Award** fund, established by Virginia Thorpe Hatfield 1922 in honor of her parents. The income is to be presented annually to a member of the graduating class who has shown unusual talent and ability in her literary work in the Department of English Language and Literature: **Anne Frances Savarese '86.**

The **Hause-Scheffer Memorial Prize** fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in chemistry and has made the best record in that subject: **Tamera K. Cole '86.**

The **Denis Johnston Playwriting Award** fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Hampshire College, Mount Holyoke College, Smith College, or the University of Massachusetts: **Laila Myrle Taylor '86; Philip Garrow, Hampshire College; Donna Henry, University of Massachusetts; Paul Vrana, Hampshire College; Derick Fay, Amherst College; Alison Debra Ginsburgh '86.**

The **Mary Augusta Jordan Prize**, given by the Alumnae Association to a senior for the most original piece of literary work in prose

or verse composed during her undergraduate course at Smith College: **Catherine Pearce Seidenberg '86.**

The **John and Edith Knowles Memorial Scholarship**, established by Mr. and Mrs. Seigmund Wahrsager to commemorate the professional values, interests, and concerns of the Knowleses, strong reformers in the medical profession and in the area of volunteer service. The scholarship is awarded to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession: **Karen Elizabeth Ruthman '86.**

The **Florence Corliss Lamont Prize**, a medal to be awarded for work in philosophy: **Lucy Mikyung Chang '86.**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, the income to be awarded to a senior majoring in the history of art, with preference given to students interested in pursuing the study of classical art at the graduate level: **Stephanie Jill Ross '86.**

The **Ruth Alpern Leipziger French Fellowship Prize** fund, established by family and friends, the income to be awarded by the Department of French Language and Literature to an outstanding major participating in the Junior Year Abroad Program in Paris: **Julia Elizabeth Greisemer '86.**

The **Emogene Mahony Memorial** fund for the furtherance of English literature and dramatic art, from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature: **Heidi Nybo '89.**

The **Emogene Mahony Memorial Prize** fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ.



The **Jeanne McFarland Prize**, established by Margaret A. Mull, to an undergraduate who has done the best work in women's studies: **Madeleine Claire Watson '86; Naomi Susan Morrisette '87; Lisa Wenner AC.**

The **John S. Mekeel Memorial Prize** fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy: **Althea Ruth Tyburski AC '86.**

The **Bert Mendelson Prize** fund, the income to be divided between a sophomore, for excellence in computer science courses, and a senior computer science major, for excellence in computer science: **Sang-Rang Shin '88; Christina Jane Stumpf '88; Susan Linelle Kellom '86; Lillian V. Rice AC '86; Lori Ann Tan '86.**

The **Thomas Corwin Mendenhall Prize**, given by the Alumnae Association, to be awarded on Rally Day at the discretion of the Department of History for an essay on a theme evolving from any history course, excluding special studies, seminars, and HST 500a (Honors long paper).

The **Samuel Michelman Memorial Prize** fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college: **Mary H. Coppolla AC '86.**

The **Mrs. Montagu Prize** fund, founded by Abba Louisa Goold Woolson in honor of Elizabeth Montagu, the income to be awarded for the best essay on a literary subject concerning women: **Ann Perry Lehmann '87.**

The **Judith Raskin Memorial Prize**, established by the family of Judith Raskin '49, who went on to a major international career in opera, concert, television, teaching, and musical administration at the National Endowment for the Arts. To be given to the outstanding voice student as selected by

the voice faculty: **Peter Clark '86, Amherst College.**

The **Victoria Louise Schragger Prize** fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities: **Katharine Hyung-Sun Moon '86.**

The **Donald H. Sheehan Memorial Prize**, to a member of the senior class for outstanding work in American studies: **Christine Anne Scordato '86.**

The **Andrew C. Slater Prize** fund, the income to be awarded for excellence in debate: **Felice Janine Batlan '87; Katherine Marie Rollins '89; Judybeth Tropp '89.**

The **Smith Council of the Society Organized Against Racism Prize** fund, the income to be awarded to the students whose community service and academic program have furthered understanding of cultures, communities, and individuals who have historically borne the brunt of racism: **Michelle Elena Beasley '86; Dale Hortensia Robinson '86; Lillian Yeh '86.**

The **Gertrude Posner Spencer Prize** for excellence in writing: **Abigail Sophia Rischin '86.**

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty, and goodness in the arts or sciences: **Ann Siobhan Donegan '86.**

The **Rosemary Thomas Poetry Prize** fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life: **Jocelyn Lee Emerson '87.**

The **Ruth Dietrich Tuttle Prize**, established in 1985, to encourage further study, travel, or research in the areas of interna-

tional relations, race relations, or peace studies: **Liann Bartlett '86**.

The **Ernst Wallfisch Prize** in music performance (vocal or instrumental) to be awarded to a graduating senior who has demonstrated outstanding talent, commitment, and diligence: **Gail Elizabeth Hudson '86**.

The **Frank A. Waterman Prize** fund, the income to be awarded to a senior who has done excellent work in physics: **Anne Leslie Caraley '86**; **Elizabeth Scott Ferguson '86**.

The **Maya Yates Prize** for the best piece of writing other than literary analysis: **Eileen Boyle Corbeil AC '86**.



## Fees, Expenses, and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room, and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room, and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. We promise to meet the documented financial need of every student who is accepted at Smith. Our average financial aid award, which includes a grant, loan, and campus job, is in excess of \$8,000, and more than one-third of our student body qualify for need-based aid. Almost another third use student loans and jobs to help meet costs.

#### 1986-87 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$5,285	\$5,285	\$10,570
Room and board	2,060	2,060	4,120
Activities fee	97		97
	<hr/> 7,442	<hr/> 7,345	<hr/> 14,787



Statements for semester fees are mailed on or about July 18 and December 4. Payment of charges for the first semester is due by August 15; for the second semester by January 5. Checks should be made payable to Smith College and forwarded to the Office of the Controller. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Nonpayment of fees may prevent students from registering for classes or occupying their rooms. A number of optional payment plans are described on the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$400 on books and supplies, between \$550 and \$700 on personal, recreational, and miscellaneous expenses, \$30 to \$50 on subscriptions and dues, and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

The student activities fee of \$97 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

### Other Fees and Charges

#### ● Application for admission \_\_\_\_\_ \$35

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to February 1. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars office by February 15.

#### ● General deposit \_\_\_\_\_ \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the college. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

● Room deposit \_\_\_\_\_ \$200

Each resident student pays a room deposit each year that is applied in total to the first-semester bill. Incoming resident students pay this deposit by May 1 and continuing resident students, by March 14. The deposit is refunded only to students participating in the Twelve College Exchange Program, the Smith Junior Year Abroad Program, or to those students who apply for a leave for the following fall semester by March 15. In all other cases, the deposit is forfeited if a student withdraws or leaves the college. The deposit may be deferred for a student whose need-based aid covers total fees.

● Non-resident fee \_\_\_\_\_ \$30

The non-resident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

● Health insurance

We require that each student have adequate health insurance, so we offer a health insurance plan. Details will be mailed to parents in July, along with the first-semester bill. The Smith insurance plan is optional for students who can demonstrate alternate coverage.

● Refrigerator energy fee \_\_\_\_\_ \$25

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

● Fees for musical instruction, per academic year

One hour lesson per week \_\_\_\_\_ \$500

One half-hour lesson and two class hours per week \_\_\_\_\_ \$500

Courses in ensemble when given individually \_ \$70

Use of a practice room, one hour daily \_\_\_\_\_ \$15

Use of a practice room, one hour daily, and of a college instrument \_\_\_\_\_ \$30

Use of organ, one hour daily \_\_\_\_\_ \$65

● Fees for riding classes, per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm also will board horses for students. Inquiries about boarding should be addressed to Ms. Sue Gray-Mieczkowski, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm.

Two lessons per week \_\_\_\_\_ \$213

Three lessons per week \_\_\_\_\_ \$282

Four lessons per week \_\_\_\_\_ \$341

- Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials \_\_\_\_\_ \$5-63

Additional supplies \_\_\_\_\_ \$12-100

- Chemistry laboratory course, per semester \_\_\_\_\_ \$6-10 plus breakage

- Fee for non-matriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit \_\_\_\_\_ \$1,325

For auditing, per lecture course \_\_\_\_\_ \$10

For auditing, per performance or language  
course \_\_\_\_\_ \$75

- Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or non-resident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee \_\_\_\_\_ \$35

Room and board one night per week, per  
semester (15 weeks) \_\_\_\_\_ \$320

For one semester course \_\_\_\_\_ \$1,325

For two semester courses \_\_\_\_\_ \$2,650

For three semester courses \_\_\_\_\_ \$3,975

For four or more semester courses \_\_\_\_\_ \$5,285

For each  $\frac{1}{4}$  course \_\_\_\_\_ \$330

## Withdrawal Refund

The college makes commitments to faculty and staff based on anticipated student enrollment in advance of the school year, and these commitments are not subject to change. Students who withdraw prior to the first day of classes will receive a full tuition refund. Students who withdraw on or after the first day of classes are entitled to a tuition refund as follows:

Prior to the second week of classes \_\_\_\_\_ 75%

Prior to the third week of classes \_\_\_\_\_ 50%

Prior to the fourth week of classes \_\_\_\_\_ 25%

Prior to the fifth week of classes \_\_\_\_\_ 10%

Thereafter \_\_\_\_\_ 0%



The college makes arrangements for housing each student prior to the academic year, again based on anticipated enrollments. These arrangements are not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion.

The date of withdrawal is either the date on which the registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the following order: Supplementary Educational Opportunity Grant (SEOG), Pell Grant, state grants (including SSIG), National Direct Student Loan (NDSL), Guaranteed Student Loan (GSL), Parent Loan for Undergraduate Students (PLUS), institutional funds, and the student and family.

An appeal to the withdrawal policy may be heard by an appeals committee made up of the treasurer (chair), the registrar, the student's class dean, and the associate dean for student affairs.

## Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## Payment Plans and Loan Options

In addition to the regular payment plan in which fees are paid in full prior to each semester, the college offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A non-refundable administrative fee of \$30 is required with each registration. The college also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through the Knight Insurance Agency. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Below is a listing of various payment plans and loan options available. Further details about these plans are mailed in May by the Office of the Controller to parents of accepted freshmen.

### Summary of Payment Plans and Loan Options

Plan	Number of payments per year	Number of years to complete payments	First payment due	Annual interest rate charged
1. Regular Payment Plan	2	4	Aug. 15	0
2. Smith Ten-Month Payment Plan	10	4	June 15	0
3. Tuition Prepayment (Four-Year Plan)	1	—	Aug. 15	—
4. Insured Tuition Payment Plan	8–12	4	June 1	0
5. Extended Repayment Plan	12	10	June 1	11.75%
6a. Massachusetts Family Education Loan Plan	12	15	30 days following disbursements	11%
b. Tuition Prepayment Option Loan Plan	12	15	30 days following disbursements	11%
7. Parent Loans for Undergraduate Students (PLUS)	12	5 for first year; 10 for multiple loans	45 days following disbursements	12%
8. Guaranteed Student Loan	None during college	10 following graduation	6 months after graduation	8%

Service fee or origination fee	Insurance	Annual maximum	Income restrictions	Credit check	Eligibility
None	None	Total fees	None	No	All
\$30	None	Total fees	None	No	All
—	None	\$39,600	None	No	Families not receiving financial aid
\$50	Optional	Total fees	None	No	All
\$50	Required	Total fees	None	No	All
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	75% of total fees	\$75,000 to \$100,000	Yes	Families of all full-time students
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	75% of total fees	\$75,000 to \$100,000	Yes	Families not receiving financial aid
Approximately 4% of amount borrowed	None	\$3,000 per student	None	Yes	Families of all full-time students
Approximately 5% of amount borrowed	None	\$2,500	\$30,000 or demonstrated need	No	Full-time students



Of these plans, number 5 requires the subscriber to carry additional insurance, and plans 4 and 6 offer insurance as an option. Families of students who receive Guaranteed Student Loans must meet the needs test of the program or of the College Scholarship Service. Eligibility for the Family Education Loan Plan and Tuition Prepayment Option Loan Plan is based on need and family resources. Loans are made to families with incomes of at least \$75,000 with one student in college and to families with incomes well above that if there is more than one family member in college. Families receiving grant aid may not participate in plan 3 or plan 6b. For more information, write or call Anthony Symanski, controller.



## Financial Aid

We believe that the cost of educating a student at Smith should not be a factor in the college choice, either for the student and her family in selecting Smith or for our Office of Admission in selecting the students who are right for us. So applications for financial aid are handled by the Office of Financial Aid, not by the admission staff, and are kept completely confidential. Awards are offered to applicants with academic promise on the basis of computed need, regardless of a student's race, creed, handicap, or color. An award is usually a combination of a grant, campus job, and suggested loan, and all undergraduates with documented need are given aid. A brochure that supplements the information here is available from the Office of Admission.

To determine a student's need, a family submits the Financial Aid Form to the College Scholarship Service, requesting that a copy be sent to Smith. Our code number is 3762. The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed Financial Aid Form from the College Scholarship Service we begin to calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents, and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have that aid renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, College Scholarship Service forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Unless the Administrative Board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree.

If an entering student did not qualify for aid in her first year, but her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give immediate assistance to any student in an emergency situation.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Early Decision and January Transfers	Early Evaluation, Regular Decision, and September Transfers
Submit the Financial Aid Form to the College Scholarship Service	April 15	February 1
Send the Smith financial aid application and 1985 tax returns to the Office of Financial Aid	November 1	January 15* (*February 1 for transfer applicants)
Receive notification from Smith of financial aid awards	December 15	Early April
Send photocopy of parent's 1986 federal income tax return to the Smith Office of Financial Aid	June 1	June 1
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1

### Transfer Students

Transfer students with need should follow the same procedure as applicants to the freshman class, but must include a financial aid transcript from each institution attended. We are able to guarantee aid at this time to all transfer students who enter with documented need.

### Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. At present, we guarantee aid as needed to Ada Comstock Scholars, limiting grant aid from college funds to the billed fees. No token awards are offered, and no aid is given for merit alone. Applicants to the Ada Comstock



Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence should be addressed to the Ada Comstock Scholars Program Office. See Admission, p. 83.

### **Financial Aid Awards**

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute a standard amount from summer earnings (for freshmen entering in the fall of 1986, this amount was \$1,000) and to apply for any federal, state, and local scholarships for which she may be eligible.

**Loans.** National Direct Student Loans (NDSL) are offered to students to the extent of available funding. Most other students can borrow through the Guaranteed Student Loan Program (GSL). Most parents are eligible to borrow under the federal program of Parent Loans for Undergraduate Students (PLUS). Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. GSL and PLUS loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount needed. Students who do not qualify for need-based college aid may be able to use these programs under federal standards of income eligibility. If an aided student's application for a Guaranteed Student Loan is rejected, she may borrow up to the suggested amount from the college's loan funds. Inquiries about student loans should be addressed to Karen Tatro, the assistant director for student loans, in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about 45 percent of our student body) who received campus job offers as part of their aid packages. Freshmen work six hours a week, usually for Dining Services in their own houses, with an earnings ceiling of \$800. Students in other classes hold regular jobs of eight hours a week and can earn up to \$1,000. These monies are paid directly to each student as she earns them. They are intended to cover personal expenses rather than billed fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, there is a term-time internship program in concert with the Smith Career Development Office. The college participates in the federally funded College Work-Study Program, which funds up to 80 percent of the earnings of eligible students, some of them in non-profit, off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the federal Pell Grant Program and receive a yearly allocation for federal Supplemental Educational Opportunity Grants and Massachusetts state grants. Most grants, however, are awarded from college funds given for this purpose; from more than 125 restricted funds given to the college

to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by close to 100 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations, and other organizations; and from general income.

The director of financial aid has available to her a number of named and restricted grants that she assigns, sometimes in consultation with the donor. No separate application is needed. Among the named and special purpose grants are the following:

First Group Scholarships, awarded to students of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the board of trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three upper classes.

*The Dwight W. Morrow Scholarships.* Ten scholarships are awarded annually to seniors with need who are among the First Group Scholars.

*The Sophia Smith Scholarships.* These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars, but who have no need for financial aid.

Music Scholarships. Each year the college awards scholarships equal to one-half the cost of lessons in practical music to students who have financial need and who are recommended by the Department of Music. Auditions are held for entering students after the opening of college. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship.* A full-year music performance scholarship (vocal or instrumental) to be granted to a freshman, sophomore, or junior based on need and merit.

Army and Air Force ROTC Scholarships. These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts. Army ROTC scholarships are available to selected candidates regardless of major; Air Force ROTC scholarships are available for technical majors and navigator candidates. For further information about the Army ROTC Program, contact Lieutenant Colonel Ronald Filak, professor of military science, at (413) 545-2321. Information about the Air Force ROTC Program is available from Colonel Howard Hazlett, professor of aerospace studies, at (413) 545-2437. Inquiries may also be sent in writing to the appropriate department, University of Massachusetts, Amherst, Massachusetts 01003.

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a dormitory if space becomes available.

Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pp. 37-38.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Friday, from January 15 through July 15. Inquiries may also be addressed to Anne Fisher Keppler, the director of financial aid, at (413) 584-2700, between 10:30 a.m. and 4 p.m. Eastern time.





# Admission

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**F**rom the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a freshman class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board Scholastic Aptitude and Achievement Tests, and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Our financial aid program guarantees aid to every admitted student with documented need so that the cost of a college education will not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans, and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses, and Financial Aid, pp. 63-75.

## Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's freshman year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate, and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) and a minimum of three Achievement Tests, one of which must be in English composition. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the College Board examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All College Board examinations taken through the January test date of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia, and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Handicapped students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students may choose to take the test administered by the American College Testing Program (ACT) instead of the SAT. For information about ACT tests, students should write to ACT, P.O. Box 168, Iowa City, Iowa 52240.



## Applying for Admission

A student interested in Smith has three options for applying—Early Decision, Early Evaluation, and Regular Decision.

**Early Decision.** A candidate with strong qualifications who selects Smith as her first choice must complete her application by November 15 of her senior year. Her credentials must include mid-semester senior grades. A student applying for Early Decision should take her Scholastic Aptitude Test and, if possible, three Achievement Tests before the senior year. If a student has not taken all three of the Achievement Tests, she still may apply for Early Decision with the understanding that she must fulfill the rest of the requirements before the end of her senior year. We notify Early Decision candidates of the board's decision by December 15. A student who is accepted under the Early Decision Plan must withdraw any applications she has made at other colleges and may not make any further applications. She must pay a non-refundable enrollment deposit of \$300 by January 1 (see Fees, Expenses, and Financial Aid for more information about deposits). An applicant who is not accepted under the Early Decision Plan will automatically be reconsidered with the Regular Decision applicant group in the spring.

**Regular Decision.** A student who applies to Smith under the Regular Decision Plan should complete her application by February 1. We will send our decision in early April. An accepted student who intends to come to Smith must pay the enrollment deposit of \$300 by May 1.

**Early Evaluation.** A candidate who applies under the Regular Decision Plan may request an Early Evaluation of her chances by marking the appropriate section on the application form and by filing all credentials by January 1. We send Early Evaluations in early February and final decisions in early April, and a candidate makes no commitment to Smith until May 1. Our Early Evaluation letter tells each student one of three things: that we probably will admit her in the spring, that we will defer our decision until April, or that we are unlikely to offer her admission. While there is no early formal appraisal of financial aid, the director of financial aid is always willing to talk with parents on this subject.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paper work for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## Freshman Admission Deadline Dates

	Early Decision	Early Evaluation	Regular Decision
Submit preliminary application by:	November 15	January 1	January 15
Submit all other parts of the application and application fee by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 1	February 1	January 15
Ask your counselor to send senior grades by:	November 15 (first quarter grades)	January 1 (first quarter grades)	February 1 (midyear grades)
We notify each candidate by:	mid-December	early February	mid-April
Submit the \$300 deposit to hold a space in the class by:	January 1	May 1	May 1
Return completed Health Services pre-admission form by:	July 15	July 15	July 15

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four hours of credit are recorded). No more than eight semester hours of credit will be granted in any one department.

Advanced Placement credit may be used to allow a student to carry the minimum three-course load after the first semester of the freshman year, or to make up a shortage of hours, or, with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of 32 Advanced Placement credits (one year) may be counted toward the degree. A student entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count toward the 16 courses outside the major.

## **International Baccalaureate**

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

## **Interview**

We strongly recommend an on-campus interview for all candidates, and require one for those who live or attend school within 200 miles of the college. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors begin in mid-March.

## **Deferred Entrance**

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the freshman class for one year if she makes this request in writing to the director of admission by June 1.



## Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15. A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 15 for September entrance.

We notify candidates by the middle of April for first-semester entrance and by the end of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pp. 77–78 of this catalogue.

We require a candidate for the degree of Bachelor of Arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend the junior or senior year abroad.

## Visiting Year at Smith College

Smith College welcomes a certain number of guest students for one year of study. Well-qualified applicants enrolled in an accredited, four-year liberal arts college in the United States can come to Smith to pursue particular fields of academic interest and to experience the atmosphere of a residential women's college in its New England setting.

Applicants must furnish a transcript of their college work to date, faculty recommendations, and, where required by the home college, tentative approval of their proposed course program. Information and application material may be obtained by writing to Visiting Year, Office of Admission, Smith College, Northampton, Massachusetts 01063.

## International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year

in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. A limited amount of financial aid is available for international student applicants; *if aid is needed, this fact should be made clear in the initial correspondence.*

## Readmission

See Withdrawal and Readmission, pp. 332–33.

## Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Admission and all other aspects of the program are handled through the Ada Comstock Scholars Program office.

Because the women who apply to the Ada Comstock Scholars Program come with vastly different backgrounds and motivations, we encourage each applicant to meet with the staff of the Ada Comstock Scholars Program at least two months before the application deadline. As we assess each candidate, we particularly value this personal meeting and the autobiographical essay on the application. Each applicant must request that the institutions she previously attended send all relevant credentials directly to the Ada Comstock Scholars Program. Entrance to the program is in September only, and candidates must apply before February 15. We generally notify candidates by the middle of April for September entrance. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

A description of the program can be found on p. 17. For more information about fees, expenses, and financial aid for Ada Comstock Scholars, refer to pp. 66 and 67–70. Inquiries, either in writing or by phone, may be addressed to Eleanor Rothman, director of the Ada Comstock Scholars Program.







Departmental Major and Minor in <b>German Language &amp; Literature</b>	GER	I
Departmental Major and Minor in <b>Government</b>	GOV	II
Departmental Major and Minor in <b>History</b>	HST	II
Interdepartmental Minor in <b>History of the Sciences</b>	HSC	I/II/III
Interdepartmental Minor in <b>International Relations</b>	IRL	II
Departmental Major and Minor in <b>Italian Language &amp; Literature</b>	ITL	I
Extrdepartmental Courses in <b>Japanese Language &amp; Literature</b>	JPN	I
Interdepartmental Minor in <b>Jewish Studies</b>	JUD	I/II
Interdepartmental Minor in <b>Logic</b>	LOG	I/III
Interdepartmental Minor in <b>Marine Sciences</b>	MSC	III
Departmental Major and Minor in <b>Mathematics</b>	MTH	III
Interdepartmental Major in <b>Medieval Studies</b>	MED	I/II
Departmental Major and Minor in <b>Music</b>	MUS	I
Interdepartmental Minor in <b>Neuroscience</b>	NSC	III
Departmental Major and Minor in <b>Philosophy</b>	PHI	I
Departmental Major and Minor in <b>Physics</b>	PHY	III
Interdepartmental Minor in <b>Political Economy</b>	PEC	II
Departmental Major and Minor in <b>Psychology</b>	PSY	III
Interdepartmental Minor in <b>Public Policy</b>	PPL	II/III
Departmental Major and Minor in <b>Religion &amp; Biblical Literature</b>	REL	I
Departmental Majors in <b>Russian Language &amp; Literature</b>	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Departmental Major and Minor in <b>Sociology</b> (in the Department of Sociology & Anthropology)	SOC	II
Departmental Majors and Minors in <b>Spanish &amp; Portuguese</b>	SPP	I
Majors: Spanish	SPP	I
Latin American Studies	SLS	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPL	I
Latin American Literature	SLL	I
Latin American Area Studies	SLS	I
Departmental Major and Minor in <b>Theatre</b>	THE	I
Interdepartmental Minor in <b>Third-World Development Studies</b>	TWD	I/II
Interdepartmental Minor in <b>Urban Studies</b>	URS	I/II
Interdepartmental Minor in <b>Women's Studies</b>	WST	I/II/III
Extrdepartmental Course in <b>Arabic</b>	ARA	I
Interdepartmental Course in <b>General Literature</b>	GLT	I
Interdepartmental Course in the <b>History of Western Ideas</b>	HWI	I/II
Interdepartmental Course in <b>Peace and War Studies</b>	PWS	I/II/III
Interdepartmental Courses in <b>Philosophy &amp; Psychology</b>	PPY	I/III
Interdepartmental Course in <b>Statistics for Social Scientists</b>	SSC	II
<b>Other Interdepartmental Courses</b>	IDP	
<b>Five College Course Offerings by Five College Faculty</b>		
<b>International Relations Certificate Program</b>	IR9	

## Explanation of Symbols and Abbreviations

Courses are classified in five grades indicated by the first digit in the course number:

- 100: Introductory
- 200: Intermediate
- 300: Advanced
- 400: Graduate, open to qualified undergraduates
- 500: Undergraduate Honors Thesis
- a: an "a" after the number of a course indicates that it is given in the first semester;
- b: a "b" that it is given in the second semester;
- c: a "c" indicates a summer seminar given abroad;
- D: a "D" indicates an intensive language course.

Where no letter follows the number of the course, the course is a full year course, and credit is not given for a single semester. Credit is not granted for the first semester only of an introductory language course.

- [ ] Courses in brackets will be omitted during the current year.

All cross-listed courses are shown with the three-letter designation of the home department or program, or the assigned interdepartmental designation, where they are fully described.

### Course Schedules

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

The phrase "to be announced" at the end of a course description refers to the instructor's name.

- dem.: demonstration course
- lab.: laboratory
- lec.: lecture
- sect.: section
- dis.: discussion
- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.
- (C): The Department of History uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): In the same department an "L" in parentheses is used to designate lectures that are unrestricted as to size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The Departments of Dance and Theatre use an "L" to designate that enrollment is limited;
- P: In these same departments, a "P" indicates that permission of the instructor is required.
- AP: Advanced Placement. See p. 329.
- S/U: Satisfactory/Unsatisfactory. See p. 329.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § Director of a Junior Year Abroad
- 1 appointed for the first semester
- 2 appointed for the second semester



## Departmental Major and Minor in Afro-American Studies

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### Associate Professors

John C. Walter, Ph.D., *Chair, second semester*

\*\*Johnnella E. Butler, Ed.D., *Chair, first semester*

Charles Cutler, Ph.D. (Spanish & Portuguese and Afro-American Studies)

Chezia Thompson, D.A. (Afro-American Studies and Theatre)

### Assistant Professor

Alice J. Smith, Ph.D.

### Professor of Ethnic Studies

(at Amherst College under the Five College Program)

Pearl Primus, Ph.D.

### Adjunct Associate Professor

<sup>1</sup>Carolyn Jacobs, Ph.D.

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An intermediate course in Afro-American studies and permission of the instructor are requirements for entering seminars. Students majoring or minoring in Afro-American studies must take 101a or b. Students planning to major, minor, or enter the honors program in the department are advised to take courses in one or more of the following disciplines: literature, government, history, music, sociology.

#### 101a, [101b] Introduction to Black Studies

An introduction to the interdisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts, and the social, political, cultural, and economic experience of people of African ancestry, focusing on the United States. Writing and research methods emphasized.

4 credits

*Johnnella Butler*

M W F 9:20–10:30 a.m.

#### [200a Survey of Afro-American Literature: 1760 to Present]

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of

Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature.

To be offered in 1987–88.

4 credits

#### 201a The Literature of French-Speaking African and Caribbean Peoples in Translation

An examination of the cultural, social, and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry, and drama from the early part of the 1900s to the present. Offered in alternate years.

4 credits

*Alice Smith*

T Th 3–4:50 p.m.

#### 212a Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems

perspective. Extensive consideration given to the influence of historical, cultural, structural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy.

4 credits

*Carolyn Jacobs*

T Th 9:30–10:50 a.m.

## **SOC 213b Ethnic Minorities in America**

### **THE 214b Black Theatre**

#### **[217a History of the Afro-American Woman and the Feminist Movement, 1830 to Present]**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. To be offered in 1987–88.

4 credits

## **SOC 218a Urban Sociology**

### **GOV 225a Government and Politics of Sub-Saharan Africa**

#### **230a African Ritual and Myth**

The world-views, rituals, myths, culture traits, and values of African peoples such as Berber, Egyptian, Bambara, Vai, Fon, Yoruba, Bakuba, Zulu, Xhosa, Dinkas, and Masai. Enrollment limited to 40. (E)

4 credits

*Pearl Primus*

T 1–2:50 p.m.

## **ANT 231b Africa: A Continent in Crisis**

### **237b Major Black Writers: Fiction**

Survey of Afro-American fiction with concentration on the novel.

4 credits

*Johnnella Butler*

M W F 2:10–3 p.m.

### **238a Afro-Brazilian Literature and Film**

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance, and music. Movements and individual figures include the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; poets of the Rio de Janeiro and São Paulo Black Brazilian Fronts. Films to be studied: *Black Orpheus*, *Barravento*, *Ganga Zumba*, *Macunaíma*, *The Amulet of Ogum*, and *Tent of Miracles*.

Showings M 7–9 p.m., T 3–4:50 p.m.

4 credits

*Charles Cutler*

M W F 10:40–11:50 a.m.

### **239b The Afro-Luso-Brazilian Triangle**

An interdisciplinary study in translation of literature and political culture in post-World War II Angola, Mozambique, Guinea-Bissau, and Cape Verde. The anti-colonial movement in Portuguese-speaking Africa, the liberation wars, the re-Africanization movement, Lusotropicalism, the African-Afro-Brazilian culture "space," and Luso-African culture in New England. Readings include the poetry of Agostinho Neto, Noemia de Sousa; prose fiction of Luandino Vieira and Jorge Amado; cultural writings of Paulo Freire, Gilberto Freire, Amílcar Cabral, Eduardo Mondlane, and Abdias do Nascimento; also the African films of Rui Guerra and Glauber Rocha.

4 credits

*Charles Cutler*

M W F 10:40–11:50 a.m.

### **CLT 244b Colonialism and Caribbean Identity**

#### **[260a Introduction to the Dance Rituals of the Caribbean]**

A study of ritual, nation, work, and recreation dances of the Caribbean. Attention

will be paid to African roots in the "New World." Students should have some dance experience. Enrollment limited to 40. (E)  
To be offered in 1987-88.  
4 credits

### **270a The History of the South Since the Civil War**

Topics include Reconstruction and its aftermath, the Populist revolt, disfranchisement and segregation, reimposition of white supremacy, the New South, the literary renaissance, the impact of depression and war, industrialization, desegregation, the struggle for civil rights, and the concept of the new New South.

4 credits

*John Walter*

M W F 2:10-3 p.m.

### **277a The Jazz Age**

An interdisciplinary study of the Afro-American and Anglo-American currents that flowed together in the Roaring Twenties. The politics of "normalcy," the economics of margin, the Harlem Renaissance, the literature of indulgence and confusion, the transformation of race relations, and the cultural influence of jazz are comprehensively treated. Recommended background: a survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45.

Not open to freshmen.

4 credits

*John Walter*

M W F 10:40-11:50 a.m.

### **[278b The Sixties in America: Conflict, Confrontation, and Concession]**

An interdisciplinary study of the period from 1960 to 1972, the end of the first Nixon presidency. Identifies and analyzes the Afro-American cultural and white politico-cultural movements that collided in the period now called "The Second Reconstruction," "The Civil Rights Era," or even "The Elvis Decade." The politics of confrontation and civil disobedience, the economics of "guns and butter," the literature of conflict and angst, the polarization of the arts, and the transformation of race rela-

tions. The role of Rock and the influence of domestic politics on foreign relations. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45.

Not open to freshmen. To be offered in 1987-88.

4 credits

### **286b History of Afro-American People**

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West African, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; W. E. B. DuBois's, Booker T. Washington's, and Marcus Garvey's philosophies of protest; the tactics of A. Phillip Randolph, Martin Luther King, Jr., and Malcolm X.

4 credits

*John Walter*

M W F 3:10-4 p.m.

The following courses are open to qualified juniors and seniors. Permission of the instructor is required.

### **301a, 301b Special Studies**

Required for senior majors.

4 credits

### **THE 314a Masters and Movements in Drama**

### **GOV 320a Seminar in Comparative Government**

### **321a Seminar: Afro-American Folk Culture**

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk



heroes, self-concept, and the artistic image as related to cultural and political forces within the popular culture.

4 credits

*Chezia Thompson*

Th 7:30–9:30 p.m.

**[326b The Socio-Cultural Development of the Afro-American Woman]**

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. To be offered in 1987–88.

4 credits

**348a Colloquium: The Literature of the Black Woman**

Critical examination of the creative and analytical writings of women of African ancestry through literature and oral testimony. Prerequisite: 200a, 237a, or 237b, or permission of the instructor. Enrollment limited to 20.

4 credits

*Johnnella Butler*

M W F 3:10–4 p.m.

**[369b Seminar: Blacks and American Law]**

Selected topics in black legal history. Historical continuity for the changing relationship between American jurisprudence and black Americans between 1640 and 1978. Statutory and case law that determined the role of blacks in American society, and the use of the law by blacks to gain civil and personal rights in society. Prerequisite: 216a, 286a, GOV 100, or a course in American history. To be offered in 1987–88.

4 credits

**376a Seminar: Urbanization, Industrialization, and Black Americans**

An interdisciplinary study of the Afro-American ghetto in the United States to ascertain the social, cultural, political, and economic changes that have taken place in urban Afro-American life since 1900. Pre-

requisite: a survey course in Afro-American history. Recommended background: a lower-level course in either sociology or economics.

4 credits

*John Walter*

W 7:30–9:30 p.m.

Courses in other departments recommended for and related to the major in Afro-American Studies: ECO 230b; EDC 200b; GOV 310b; HST 113a, 113b, 266a, 267a, 271a, 272b, 273b, 275a, 276b; SOC 232a, 305a, 332b.

## The Major

**Advisers:** Johnnella Butler, Chezia Thompson, John Walter.

**Adviser for Study Abroad:** Chezia Thompson, John Walter.

**Basis:** 101a or b.

**Requirements:** 10 semester courses, in addition to the introductory course, as follows:

1. General concentration. Four 200-level courses. Courses at the 300 level may also be used where appropriate.
2. Advanced concentration. Five courses in one area, three of which must be in a particular discipline or field within that area.
3. 301a or b Special Studies (Required for majors in junior or senior year.)

Either an exploration of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser; or fieldwork in the form of (1) course-related work in local communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3) study and work abroad (e.g., West or East Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Com-

mittee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

## The Minor

**Advisers:** Johnnella Butler, Chezia Thompson and John Walter.

**Basis:** 101a or [101b], and [200a] or 286b.

**Requirements:** in addition to the basis, four elective courses are required, at least one of which must be a seminar or 300-level course. The elective courses, chosen with

the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social, and literary study of the Afro-American woman.

## Honors

**Director:** John Walter.

### 501 Thesis

8 credits

### 501a Thesis

8 credits

**Requirements:** the same as those for the major, including the required Special Studies, and a thesis, normally pursued either in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

## Interdepartmental Major in American Studies

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Neal E. Salisbury, Ph.D., Professor of History and Director of the  
American Studies Program

Mark Kramer, M.A., Writer in Residence

Marc Pachter, Ph.D., Lecturer in American Studies

Steven Berrien, A.M., Lecturer

<sup>2</sup>Kevin Sweeney, Ph.D., Visiting Lecturer

<sup>1</sup>Richard Todd, B.A., Visiting Lecturer

### American Studies Committee

Robert T. Averitt, Ph.D., Professor of Economics

Stanley M. Elkins, Ph.D., Professor of History

Donald Leonard Robinson, M.Div., Ph.D., Professor of Government

Peter Isaac Rose, Ph.D., Professor of Sociology & Anthropology

Charles M. Cutler, Jr., Ph.D., Associate Professor of Spanish & Portuguese and Afro-American Studies

Susan Grigg, Ph.D., Director of the Sophia Smith Collection and the College Archives and  
Lecturer in History

Richard Fantasia, Ph.D., Assistant Professor of Sociology

Maurice Isserman, Ph.D., Assistant Professor of History

Richard Millington, Ph.D., Assistant Professor of English Language & Literature

Richard J. Parmentier, Ph.D., Assistant Professor of Anthropology

Thomas A. Riddell, Ph.D., Assistant Professor of Economics

Lisa Reitzes, M.A., Instructor in Art

This major offers an opportunity to explore American culture, its origins, development, and contemporary manifestations. Prospective majors should take History 113a and b before the junior year. In addition, it is recommended that they take a semester course in European history, American government, and literature (English, American, or Afro-American) before their junior year.

### 200a Introduction to the Study of American Society and Culture

An intensive examination of the processes by which the United States became an industrial nation with a distinctive society, economy, and culture, during the first half of the nineteenth century: structural changes in economic activity; evolution toward a modern governmental and political system; changing patterns of race, class, and sexual relationships; artistic and liter-

ary expression in both learned and popular culture. Limited to American Studies majors. Normally taken in the junior year, but open to sophomores intending to major in American Studies and to senior majors by petition to the director of American Studies. May be taken concurrently with the prerequisite. Prerequisite: HST 113a and b, or the equivalent with permission of the director.

4 credits

*Stanley Elkins (History)*

M W 9:20–10:30 a.m.

### 200b Introduction to the Study of American Society and Culture

Similar to 200a, except that the focus is on the period 1865–1900. Limited to American Studies majors. May be taken before 200a with the permission of the director. Prerequisite: same as for 200a.



4 credits

*Thomas Riddell (Economics)*

T Th 1–2:50 p.m.

## 220a, 220b Colloquia in American Studies

Each colloquium focuses on an interdisciplinary topic in American Studies. Open to all students except freshmen; not limited to those majoring in American Studies. Enrollment limited to 20.

4 credits

*Members of the Faculty*

### 220a Colloquium

#### A. Rock and Roll and American Culture, 1955–1986

An interdisciplinary look at the history of rock and roll from its emergence in the mid-1950s to the present. The music will be considered in relation to the other major developments and events in the social, political, and cultural life of America during this time.

*Steven Berrien (English)*

M W F 10:40–11:50 a.m.

### 220b Colloquium

#### B. A repetition of A

*Steven Berrien (English)*

M W F 10:40–11:50 a.m.

## 250a, 250b Writing about American Social Issues

An examination of contemporary American issues through the works of such literary journalists as John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford, and intensive practice in expository writing, to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. Enrollment limited. Admission by permission of the instructor.

4 credits

250a: *Richard Todd*; 250b: *Mark Kramer*

M 7:30–9:30 p.m.

## 301, 301a, 301b Special Studies

Admission by permission of the instructor and the director.

4 credits

## 302b Seminar: The Material Culture of New England, 1670–1840

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history.

4 credits

*Kevin Sweeney*

*To be arranged*

## 340b Symposium in American Studies

Required of all senior majors.

4 credits

*Neal Salisbury*

Th 3–4:50 p.m.

## Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member worth 8 credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American Studies majors. Students majoring in art, history, sociology, anthropology, religion,

and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) should consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

### 310a Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C.  
4 credits

*Donald Robinson, Director*

### 311a Seminar: Telling Lives: Twentieth-Century American Biography

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.

4 credits

*Marc Pachter*

### 312a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.

8 credits

*Donald Robinson, Director*

## The Major

**Advisers:** Robert Averitt, Stanley Elkins, Richard Fantasia, Maurice Isserman, Richard Millington, Richard Parmentier, Lisa Reitzes, Thomas Riddell, Donald Robinson, Peter Rose, Neal Salisbury.

Requirements: 12 semester courses, as follows:

1. History 113a, 113b, or the equivalent.
2. AMS 200a and b.
3. Seven courses in the American field, at the intermediate level or above, distributed as follows:
  - (a) for a concentration in *arts and letters*, five courses in art, literature, Afro-American studies, and/or history; and two courses in the social sciences;
  - (b) for a concentration in *political economy*, five courses in economics, government, sociology, and/or history; and two courses in literature or art;
  - (c) for a concentration in *cultural studies*, seven courses from several departments (those represented in (a) and (b) above, or such others as education or religion) that offer courses in the American field, encompassing both humanities and social sciences.
4. AMS 340b.

At the time of declaring an American Studies major, each student will work out with the help of her adviser a plan for fulfilling this third requirement, together with a rationale for her choices. These plans may be revised with the approval of the adviser.

N.B. No course counted toward another major may be counted toward a major in American Studies. The S/U grading option is not allowed in courses counted for the major (except AMS 310a).

## Honors

**Director:** Neal Salisbury.

### 501a Thesis

8 credits

Requirements: the same as those for the major, except that a thesis (501a) will be substituted for one of the ten required courses. The program must include at least one seminar (in addition to 340b) in the American field, and an oral honors examination.

## Diploma in American Studies

**Director:** Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: AMS 455a and b (special seminars for Diploma students only), four other courses in American Studies or in one or more of the cooperating disciplines, and a long paper.

### 455a Seminar: American Society and Culture

For Diploma students only. Topic for 1986-87: Issues in Social and Cultural History, 1492-1865. In addition to the weekly seminar meeting, students are required to attend the lectures in HST 113a.

4 credits

*Neal Salisbury*

Th 3-4:50 p.m.

### 455b Seminar: American Society and Culture

For Diploma students only. Topic for 1986-87: Social and Political Issues since 1865.

4 credits

*Peter Rose*

M 7:30-9:30 p.m.



## Interdepartmental Major in Ancient Studies

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### Adviser

Louis Cohn-Haft, Professor of History

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**Basis:** GRK 111D or LAT 111 or 111Db (or the equivalent); HST 101a. Competence in both Greek and Latin is strongly recommended.

**Requirements:** nine semester courses in addition to the basis and CLS 340b. Four chosen from GRK 212a, 212b, [322a], 324b, [325a], 336a, LAT 212a, 212b, 214a, 214b, [323a], 333b, 334a, [335b], [336a]; two from HST 201b, 202a, 203b, [204a], [205b]; and three chosen from ART 211a, 212a, [215a], [310a], [315a], GOV 260a, PHI 124a, REL 185, 210a, 220b, 235a, [285a], [287a], 312b, 382b, ANT 131b, and ARC 201a.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see page 134), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

### Honors

**Director:** Louis Cohn-Haft.

#### 501a Thesis

8 credits

**Requirements:** the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

Departmental Major and Minor  
in  
**Anthropology**  
(in the Department of Sociology and Anthropology)

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**Professor**

Elizabeth Erickson Hopkins, Ph.D.

**Associate Professor**

Arthur Shattuck Parsons, M.C.P., Ph.D.,

*Chair*

**Assistant Professors**

\*\*Frédérique Apffel Marglin, Ph.D.

Richard J. Parmentier, Ph.D.

Donald Joralemon, Ph.D.

Assistant Professor (at Amherst College  
under the Five College Program)

Linda S. Lewis, Ph.D.

Students are strongly encouraged to complete ANT 130a or b before enrolling in intermediate courses. Freshmen must have permission of the instructor for courses above the introductory level.

### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, India, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies.

4 credits

*Richard Parmentier*

M W 10:40–11:50 a.m.

*Frédérique Marglin*

T 11–11:50 a.m., Th 9:30–11:50 a.m.

*Donald Joralemon*

W F 9:20–10:30 a.m.

### 130b A repetition of 130a

4 credits

*Richard Parmentier*

M W 10:40–11:50 a.m.

*Donald Joralemon*

M W 8–9:10 a.m.

### 131b Human Evolution

The physiological, social, and ecological premises of human behavior. Primate ethology. The sociobiology of gender. The cultural and physical history of our species from its initial appearance to the early empires in the Near East and the Americas.

4 credits

*Elizabeth Hopkins*

M W 10:40–11:50 a.m.

### 231b Africa: A Continent in Crisis

Traditional sub-Saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing role of women, urbanization, ethnicity, and national identity.

4 credits

*Elizabeth Hopkins*

T 3–4:50 p.m. and additional hour for films

### 232a Political Anthropology

The nature of political behavior and the political process. The biology of domination. Legitimacy, affiliation, and power in

traditional societies. Theories of state formation and empire. Nationalism, political change, and protest in non-Western societies. Particular emphasis on sub-Saharan Africa and the native Americas.

4 credits

*Elizabeth Hopkins*

M 7:30-9:30 p.m. and additional hour for films

#### [234a Communication in Culture]

The structure and function of meaningful discourse, artistic expression, and mass media in sociocultural context. Topics include the nature of human communication, functions of language, relationship between visual and auditory signs, writing and historical awareness, and manipulation of consciousness by advertising and television. To be offered in 1987-88.

4 credits

#### 235a Ritual and Myth

Rituals of the life cycle such as birth, initiation, and death, with particular attention to women's rituals and myths about goddesses and other females in several non-Western cultures, both contemporary and historical. Ritual and ritual theatre in the cultural politics of various groups in the United States. Field observation is encouraged.

4 credits

*Frédérique Marglin*

T 1-2:50 p.m., Th 1-2 p.m.

#### [236b Economic Anthropology]

An introduction to the theories and methods of economic anthropology. Systems of production, consumption, and distribution in traditional kin-ordered societies, chiefdoms, archaic states, and contemporary peasant societies. The "peasantization" of rural, Third-World populations and their role in the world market economy. Contributions of Neo-classical and Marxist orientations to the anthropological analysis of non-Western socioeconomic systems. To be offered in 1987-88.

4 credits

#### 237b Native South Americans: Contact and Conquest

The differential impact of European conquest on Tropical Forest, Andean, and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination.

4 credits

*Donald Joralemon*

T Th 9:30-10:50 a.m.

#### 240b History of Anthropological Theory

The history of anthropological ideas and practices from the Enlightenment to the present. Topics include contract theory, social evolutionism, French and British structuralism, culture and personality, cultural materialism, ethnohistory, Marxist analysis, and symbolic anthropology. Prerequisite: 130a or b or permission of the instructor.

4 credits

*Richard Parmentier*

M W 9:20-10:30 a.m.

#### [241b Development and Threatened Cultures]

The problems facing small, relatively isolated societies at the frontiers of the developing world. The course will focus on case studies of societies from different parts of the world. These case studies will be chosen to illustrate different responses—ranging from extinction to accommodation—to the encounter with "modernizing" forces. To be offered in 1987-88.

4 credits

#### 242b Psychological Anthropology

The anthropological study of problems in psychological and psychiatric theory, including the nature of "primitive" thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion



of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought.

4 credits

*Donald Joralemon*

T 11–11:50 a.m., Th 3–4:50 p.m.

#### **244a The Cross-Cultural Construction of Gender**

The meaning of male and female in several cultures from different areas of the world. Issues addressed will include the nature/culture dichotomy, cultural constructions of female power, and the universality of male dominance.

4 credits

*Frédérique Marglin*

Th 7:30–9:30 p.m., plus a discussion hour to be arranged

#### **245a Language, Symbol, and Meaning: Explorations in Semiotic Theory**

The analysis of theories of culturally created systems of meaningful signs and symbols. Focus on perspectives from structural linguistics, pragmatic philosophy, and functional aesthetics. Topics include the nature of the sign, the structure of semiotic codes, the relationship between linguistic and non-linguistic systems, and the analysis of poetry, visual art, and literary textuality.

4 credits

*Richard Parmentier*

M 7–9:30 p.m.

#### **247a East Asian Societies**

An introduction to the societies of China, Japan, and Korea from a comparative perspective. The course will examine patterns of stability and change within each society, as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing role of kinship, the family, and local communities in modern life. (E).

*Linda Lewis, Assistant Professor of Anthropology (at Amherst College under the Five College Program)*

M 1–2:50 p.m., W 1–2 p.m.

#### **248a Medical Anthropology**

The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States.

4 credits

*Donald Joralemon*

W F 10:40–11:50 a.m.

#### **249b Kinship in the Structure of Society**

In contrast to the extensive institutional differentiation of complex industrialized societies, many "simple" or "traditional" non-Western societies are characterized by an integrating social structure based on kinship relations, which is the armature for diverse cultural domains such as ritual, political organization, cosmology, economics, and leadership. This course compares several ethnographic case studies exemplifying important variants of social structure found in Africa, Oceania, North America, Southeast Asia, Indonesia, and India. Prerequisite: ANT 103a or b or permission of the instructor.

4 credits

*Richard Parmentier*

T Th 1–2:50 p.m.

#### **SOC 250b Theories of Society**

##### **332b Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies**

The impact of European political and economic expansion since the sixteenth century: factors in the transformation or tenacity of traditional institutions and values, Third-World urbanization, the changing role of women, strategies of protest, and autonomy.

4 credits

*Elizabeth Hopkins*

W 2:10–4 p.m.

### 333a Seminar: Politics of the Supernatural

The exploration of the supernatural as an instrument of political action. Comparative survey of witchcraft, cults, and sectarian Christianity as vehicles of protest and change. Selected case studies from Africa, the native Americas, Europe, and contemporary America.

4 credits

*Elizabeth Hopkins*

T 3–4:50 p.m.

## General Courses

### 350, 350a, 350b Special Studies

By permission of the department, for junior and senior majors.

4 credits

## The Major

**Advisers:** Elizabeth Hopkins, Donald Joralemon, Frédérique Apffel Marglin, Richard Parmentier.

**Adviser for Study Abroad:** Richard Parmentier.

**Requirements:** 10 semester courses above the basis:

130a or b (basis), 240b, four intermediate courses in anthropology, one anthropology seminar, and two additional courses in anthropology or sociology; the two remaining courses may be in the department or in other departments in consultation with the adviser. Majors are strongly urged to take ANT 240b in their sophomore year; SOC 250b is recommended.

Majors may spend the junior year abroad if they meet the college's requirements. Students planning to major in the department and to spend the junior year abroad should take at least one and preferably two semester courses in the major during the sophomore year.

Students majoring in Anthropology are encouraged to consider a fieldwork program at a university or academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Dahomey, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Majors concentrating on archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts.

## The Minor

**Advisers:** Elizabeth Hopkins, Donald Joralemon, Frédérique Apffel Marglin, Richard Parmentier.

**Basis:** 130a or b.

**Requirements:** in addition to the basis, five elective courses are required, one of which must be either ANT 240b or a seminar.

## Honors

**Director:** Richard Parmentier.

**Basis:** 130a or b.

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

**Requirements:**

- (1) a total of eight courses above the basis, including all the requirements for the major;
- (2) a thesis (501 or 501a) written during either the first semester or both semesters of the senior year; and
- (3) an oral examination on the thesis.

## Interdepartmental Minor in Archaeology

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### Advisers

George Armelagos (Professor of Anthropology, UMass)

John Betlyon, Assistant Professor of Religion & Biblical Literature, *Director*

Louis Cohn-Haft, Professor of History

H. Allen Curran, Professor of Geology

Bruce Dahlberg, Professor of Religion & Biblical Literature

†Karl Donfried, Professor of Religion & Biblical Literature

†Justina Gregory, Associate Professor of Classical Languages & Literatures

Elizabeth Hopkins, Professor of Sociology & Anthropology

\*\*Caroline Houser, Associate Professor of Art

Arthur Keene (Associate Professor of Anthropology, UMass)

Barbara Kellum, Assistant Professor of Art

The program in archaeology is an interdepartmental complement to departmental majors. Students may elect the program in archaeology to enhance their work in any discipline, but especially in art, history, anthropology, religion, or classics. Archaeological methods will be applied to various disciplines and will aid the student in developing her analysis of information and data within these related fields.

### 201a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from art history, religion, anthropology, history, classics, and Near Eastern studies. Students will consider archaeological method and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historical, historical, and more contemporary human life. To be offered in the fall of each year.

4 credits

*John Betlyon*

T Th 11–11:50 a.m.

[REL 222c Excavation of  
Tell el-Hesi in Israel]

### 301a, 301b Special Studies

By permission of the Advisory Committee, for junior or senior minors.

4 credits

### The Minor

Requirements: a total of six courses, as outlined below:

1. ARC 201a, Introduction to Archaeology, is required of all minors.
2. Fieldwork is normally required; students may elect REL 222c, Excavation of Tell el-Hesi in Israel, or another field experience approved by the Advisory Committee on the Interdepartmental Program in Archaeology. Credit for academically approved fieldwork will count as one of the required six courses for the minor, and may count toward work done in one of the two concentrations.
3. Four courses are to be chosen from within one of two track concentrations as follows, choosing either classical and Near Eastern archaeology or anthropological archaeology. No more than two courses in any single department may be counted toward the major



## a. Classical and Near Eastern

## Archaeology:

- [ART 210b Art of Egypt and the Aegean Bronze Age]
- ART 211a The Art of Greece
- ART 212a The Art of Rome
- [ART 214a Greek Sculpture]
- [ART 215a Ancient Cities and Sanctuaries]
- [ART 310a Seminar in Greek Art]
- [ART 315a Seminar in Roman Art]
- [GRK 111\* Elementary Greek]
- GRK 111D Elementary Intensive Greek
- LAT 111\* Elementary Latin
- LAT 111Db\* Intensive Elementary Latin
- HST 101a Greece and Rome, 500 B.C.–A.D. 325
- HST 201b The Ancient Near East
- HST 202a The Great Age of Greece
- HST 203b The Culture of Hellenistic Greece 336–30 B.C.
- [HST 204a The Roman Republic]
- [HST 205b The Roman Empire]
- [HST 207a Islamic Civilization to the Fifteenth Century]
- REL 185\* Biblical Hebrew
- [REL 225b The Mediterranean World of the Early Christian Apostles]
- REL 312b Archaeology and the Bible

## b. Anthropological Archaeology:

- ANT 131b Human Evolution
- REL 312b Archaeology and the

Bible; and the following courses within the Department of Anthropology at the University of Massachusetts, Amherst:

- 150 Ancient Civilization
- 208 Human Ecology
- 220 Research Techniques in Physical Anthropology
- 325 Analysis of Material Culture
- [337 Meso-American Archaeology]
- [368 Old World Prehistory]
- [369 North American Archaeology]
- [375 South American Archaeology]
- [397a Problem Solving in Archaeology]
- 421 Prehistoric Cultural Ecology
- [481 Research Methods in Anthropology]
- [529 Archaeology of Northeast North America]
- 577 Archaeological Field School (summer)
- 578 Archaeological Theory and Method
- 597 Special Topics: Archaeology of Complex Societies
- 649 European Prehistory

4. A final course, ARC 301a or b, may be elected as a "Special Studies." Advisers for the Special Studies will come from the Advisory Committee.

This course may count toward either of the two tracks as appropriate.

\* Intensive and full-year language courses are strongly recommended; only one semester's credit from language work may count toward the requirements for the minor (although LAT 111D, LAT 111, GRK 111, and REL 185 are either full-year courses or the equivalent and receive two semesters' credit toward the degree).

It is strongly recommended that students take one of the following courses in conjunction with the minor:

GEO 100a or 100b, Introduction to Earth History.

## Departmental Major and Minors in Art

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### Professors

Charles Scott Chetham, Ph.D.

Elliot Offner, M.F.A.

†Helen E. Searing, Ph.D.

Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

### Associate Professors

John Pinto, Ph.D.

Chester J. Michalik, M.F.A., *Chair*

Gary L. Niswonger, M.F.A.

Jaroslav Volodymyr Leshko, Ph.D.

Susan Heideman, M.F.A.

\*\*Caroline Houser, Ph.D.

\*\*Dwight Pogue, M.F.A.

### Assistant Professors

A. Lee Burns, M.F.A.

Barbara A. Kellum, Ph.D.

Janis Theodore, M.F.A.

Stephen Petegorsky, M.F.A.

Craig M. Felton, Ph.D.

C. Stanley Lewis, M.F.A.

Kim Sichel, Ph.D.

### Instructor

Liza Reitzes, M.A.

### Lecturers

Ruth Mortimer, M.S.

Richard Joslin, M.Arch.

Gwen Fabricant, B.A.

Dorothy Gillerman, Ph.D.

<sup>2</sup>Patricia Emison, Ph.D.

### Adjunct Lecturer

Ann Sievers, A.M.

### Visiting Lecturer

<sup>2</sup>Schavaun Towers, M.L.A.

Many courses are offered in alternate years and students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) are limited as to enrollment. Students who wish to take such a course, and have fulfilled the prerequisites, should, during advising week, place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find that courses in literature, philosophy, religion, and history taken in the first two years will prove valuable. A

reading knowledge of foreign languages, especially German, Italian, and French, is recommended for historical courses. BIO 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

Majors who have received Advanced Placement but do not pass the ART 100 exemption exam are expected to take ART 100, and are not expected to use their Advanced Placement credit for the major.

## A. Historical Courses

### 100a, 100b History of Western Art

Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Art majors are expected to take this course for a letter grade. ART 100a is a prerequisite for 100b. *Jaroslav Lesbko, Director*, first semester; *Lisa Reitzes, Director*, second semester.

4 credits

*Members of the Department*

M W F 10:40–11:50 a.m.

### 202b The History of City Planning and Landscape Design

A survey of changing attitudes toward the form, structure, and symbolic image of cities and gardens in the West from classical antiquity to the Industrial Revolution. The effects of practical concerns and theoretical ideals on urban design traced through the study of specific examples and texts. The formal landscape of gardens, villas, and parks also emphasized, with attention to related aspects of architecture, painting, and literature. Prerequisite: 100 or permission of the instructor. Offered in alternate years.

4 credits

*John Pinto*

T Th 8-9:20 a.m.

### [205b Great Cities]

The fabric and image of the city seen in planning, architecture, and the works of artists and writers. Attention to the city as an ideal and an example, dealing with it from its foundation to the present, though major periods are emphasized. Prerequisite: 100. To be offered in 1987–88. Topic: Amsterdam.

4 credits

### [207a The Art of China]

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection

with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208a. To be offered in 1987–88.

4 credits

### 208a The Art of Japan

The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207a.

4 credits

*Marilyn Rbie*

M W F 1–2 p.m.

### [210b The Art of Ancient Egypt and the Aegean Bronze Age]

The architecture, sculpture, painting, and minor arts of Egypt and of Cyclades, Crete, and the Greek mainland between 3000 B.C. and 1000 B.C. The course will consider the rediscovery of the art of these civilizations in modern times and the modern interpretations of the art. The course will include museum trips. To be offered in 1988–89.

4 credits

### 211a The Art of Greece

Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years.

4 credits

*Caroline Houser*

T Th 9:30–10:50 a.m.

### 212a The Art of Rome

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political, and religious environment that produced them. Offered in alternate years.

4 credits

*Barbara Kellum*

M W F 1–2 p.m.



**[213b The Art of India]**

The art of India and bordering regions to the north from the Indus Valley Civilization through the Ancient and Classical Gupta Age, the Medieval Period, and the Mughal-Rajput Period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions. Offered in alternate years. To be offered in 1987–88.

4 credits

**[214a Greek Sculpture]**

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. To be offered in 1988–89.

4 credits

**[215a Ancient Cities and Sanctuaries]**

A study of selected Egyptian, Greek, and Roman sites as revealed by archeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. Offered in alternate years. To be offered in 1987–88.

4 credits

**HST 218b Thought and Art in the Sung Dynasty****[221b Early Medieval Art]**

Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100 or the equivalent. Offered in alternate years. To be offered in 1987–88.

4 credits

**222a Romanesque Art**

Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and Spain. Prerequisite: 100 or the equivalent, or 221b. Offered in alternate years.

4 credits

*Dorothy Gillerman*

T Th 1–2:50 p.m.

**224b Gothic Art**

Architecture, sculpture, and painting from the mid-twelfth through the fourteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100. Offered in alternate years.

4 credits

*Dorothy Gillerman*

T Th 1–3 p.m.

**231b Northern European Art of the Fourteenth and Fifteenth Centuries**

Sculptural and pictorial imagery in the late middle ages with special consideration of early Netherlandish panel painting from Jan van Eyck to Bosch. Recommended background: 100. Offered in alternate years.

4 credits

*Patricia Emison*

T Th 9:30–10:50 a.m.

**233a Italian Fifteenth-Century Art**

The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Offered in alternate years.

4 credits

*Craig Felton*

M W F 9:20–10:30 a.m.

**234a Renaissance Architecture**

A survey of architectural theory and practice in Italy between 1400 and 1600. Major monuments of Renaissance architecture in France, Spain, and England will be examined as well. Recommended background: 100. Offered in alternate years.

4 credits

*John Pinto*

T Th 8–9:20 a.m.

**235b Italian Sixteenth-Century Art**

Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Offered in alternate years.

4 credits

*Craig Felton*

M W F 9:20–10:30 a.m.

### [241b The Art of the Seventeenth Century in Italy, France, and Spain]

Major works of painting and sculpture will be emphasized. Recommended background: 100. Offered in alternate years. To be offered in 1987–88.

4 credits

### [242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries]

Special consideration given to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting. Offered in alternate years. To be offered in 1987–88.

4 credits

### 244b Baroque Architecture

Design and meaning in the architecture of Italy and other Western European countries from the later sixteenth to the early eighteenth centuries. Recommended background: 100. Offered in alternate years.

4 credits

*Lisa Reitzes*

M W F 2:10–3 p.m.

### [246a Art of the Eighteenth Century in Europe]

Painting, architecture, and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.

4 credits

### 251a Nineteenth-Century Art

From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100.

4 credits

*Jaroslav Leshko*

T Th 1–2:50 p.m.

### 252a History of Photography

A survey of photography and photographers in Europe and America.

4 credits

*Kim Sichel*

M W F 3:10–4 p.m.

### 253a The Arts in America

The art of Colonial America and the early republic, from the seventeenth century to the Civil War, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100. Offered in alternate years.

4 credits

*Lisa Reitzes*

M W F 10:40–11:50 a.m.

### [254a The Arts in America]

American art and architecture since the Civil War, with emphasis on the major figures and main currents in the various arts. To be offered in 1987–88.

4 credits

### [255a Architecture of the Nineteenth Century]

Architecture from the late eighteenth century to the 1890s. Recommended background: 100, 202, or 280. Offered in alternate years. To be offered in 1987–88.

4 credits

### 256b Contemporary Art

Twentieth-century movements in Europe and America. Recommended background: 100 or 251a.

4 credits

*Jaroslav Leshko*

T Th 1–2:50 p.m.

### [257b American Architecture and Urbanism]

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100. Normally offered in alternate years. To be offered in 1988–89.

4 credits

### [258a Architecture of the Twentieth Century]

Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 202, 255, 257, or 280. Offered in alternate years. To be offered in 1987–88.

4 credits

**[260b The History of Graphic Arts]**

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100. Enrollment limited to 25. Offered in alternate years. To be offered in 1987–88.  
4 credits

**261a The Composition of Books**

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor. Enrollment limited to 12.  
4 credits

*Ruth Mortimer*

Th 3–4:50 p.m.

**REL 274b Japanese Buddhism and Buddhist Art****EAS 279a The Art and Culture of Tibet****283a The Motion Picture as Art Form**

Focuses on the theory and practice of looking. A consideration of film as a medium from the silent era to the present. Both acknowledged masterpieces and less well-known works, especially by women filmmakers, will be analyzed in visual terms. Enrollment limited. (E)

4 credits

*Barbara Kellum*

M 7–10 p.m., T 3–4:50 p.m.

**290a Colloquium: Architectural Studies**

Topic for 1986–87: Ravenna and its Monuments: Byzantine Art in the Making.

4 credits

*Dorothy Gillerman*

W 1–3 p.m.

**290b Colloquium: Architectural Studies**

Topic for 1986–87: Roman Architecture and Urbanism. Enrollment limited; admission by permission of the instructor.

4 credits

*Barbara Kellum*

T 3–4:50 p.m.

**301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and

for qualified juniors and seniors from other departments.

4 credits

**[303b Problems in the History of Art]**

Recommended for senior honors students; open to senior art majors by permission of the instructor. To be offered in 1987–88.

4 credits

**Seminars****310a Studies in Greek Art**

Topic for 1986–87: Originals, Copies, and Fakes. Will not be offered in 1987–88.

4 credits

*Caroline Houser*

T 3–4:50 p.m.

**[315a Studies in Roman Art]**

To be offered in 1987–88.

4 credits

**321b Studies in Medieval Art**

Topic for 1986–87: Cluny.

4 credits

*Dorothy Gillerman*

W 1–3 p.m.

**331b Studies in Northern European Art**

Topic for 1986–87: Dürer and the Italian Print.

4 credits

*Patricia Emison*

T 3–4:50 p.m.

**[333b Studies in Italian Renaissance Art]**

To be offered in 1987–88.

4 credits

**335b Museum Studies in The History of Drawings**

Topic for 1986–87: Renaissance Drawings. (E)

4 credits

*Ann Sievers*

M 2:10–4 p.m.



**342b Problems in Seventeenth-Century Art**

Topic for 1986–87: Architects and Antiquity: Palladio to Piranesi.

4 credits

*John Pinto*

T 1–2:50 p.m.

**[348a English Art, Architecture, and Design in the Nineteenth Century]**

Emphasis on the relationships between literature, social theory, and the arts. Normally offered in alternate years. To be offered in 1988–89.

4 credits

**351b Studies in Nineteenth-Century European Art**

Alternates with 356a or b.

4 credits

*Jaroslav Lesbko*

Th 3–4:50 p.m.

**352b Colloquium: Art and Society**

Topic for 1986–87: Paris 1900–1940:

Photography, Painting, Architecture, and Preservation.

4 credits

*Kim Sichel*

W 1–3 p.m.

**[354a Studies in American Art]**

To be offered in 1987–88.

4 credits

**[356a Studies in Twentieth-Century Art]**

To be offered in 1987–88.

4 credits

**357b Introduction to Museum Problems**

Topic for 1986–87: Problems in Conservation and Connoisseurship: History and Issues. Admission by permission of the instructor.

4 credits

*Charles Chetham and Guests*

T 2:10–4 p.m.

**359a Studies in Modern Architecture**

Topic for 1986–87: The Classical Tradition in Twentieth-Century Architecture.

4 credits

*Lisa Reitzes*

W 7–10 p.m.

**375b Studies in Asian Art**

Topic for 1986–87: Early Indian Sculpture: Maurya-Gupta.

4 credits

*Marilyn Rhie*

M 7:30–9:30 p.m.

**Graduate**

For information about graduate work in art, application should be made to the chair of the department.

**Adviser:** Craig Felton.

**400 Research and Thesis**

8 credits

**401, 401a, 401b Advanced Studies**

401a or 401b may be taken for 8 credits

**B. Studio Courses**

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ART 100 requirement in the freshman or sophomore year.

All studio courses require extensive work beyond the six scheduled class hours.

## Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20 per section. Two 100-level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor.

### 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design.

4 credits

*Lee Burns, Director*

*Lee Burns, M W 1-4 p.m.*

*Janis Theodore, T Th 9-11:50 a.m.*

*Stephen Petegorsky, T Th 1-4 p.m.*

### 161b A repetition of 161a

4 credits

*Stephen Petegorsky, T Th 1-4 p.m.*

*Gwen Fabricant, M W 1-4 p.m.*

*Gary Niswonger, T Th 8-10:50 a.m.*

### 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing.

4 credits

*Janis Theodore, Director*

*Dwight Pogue, M W 1-4 p.m.*

*Gary Niswonger, T Th 8-10:50 a.m.*

*Janis Theodore, T Th 1-4 p.m.*

*Stanley Lewis, W F 8-10:50 a.m.*

### 163b A repetition of 163a

4 credits

*Elliot Offner, M W 1-4 p.m.*

*Janis Theodore, T Th 1-4 p.m.*

*Stanley Lewis, W F 8-10:50 a.m.*

### 171a Introduction to the Materials of Art

An introduction to materials used in the various arts. For students not intending to major in studio art. Limited to 20.

4 credits

*Elliot Offner*

*M W 1-4 p.m.*

## Intermediate Courses

Unless stated otherwise, the prerequisite for intermediate courses is two introductory courses.

### 262b Design Workshop II

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Lee Burns*

*M W 1-4 p.m.*

### 264a Drawing II

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Susan Heideman*

*M W 1-4 p.m.*

### 264b A repetition of 264a

Enrollment limited to 15.

4 credits

*Janis Theodore*

*T Th 9-11:50 a.m.*

### 265a Color

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper, and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years.

4 credits

*Stanley Lewis*

*W F 1-4 p.m.*

### 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 credits

*Susan Heideman*

*M W 9:10-11:50 a.m.*

**266b A repetition of 266a**

4 credits

*Gwen Fabricant*

M W 9:10–11:50 a.m.

**268a Serigraphy**

Experiments in line, color, and form, using the graphic medium of silkscreen. Prerequisites: 161a or b, or 163a or b. Admission by permission of the instructor. Enrollment limited to 15.

4 credits

*Dwight Pogue*

M W 9:10–11:50 a.m.

**271a Graphic Arts**

Methods of printmaking, with emphasis on lithographic techniques. Prerequisites: 161a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15.

Offered in alternate years.

4 credits

*Gary Niswonger*

T Th 1–4 p.m.

**[272a Intaglio Techniques]**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, or 163a or b, and permission of the instructor.

Enrollment limited to 15. To be offered in 1987–88.

4 credits

**273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 credits

*Lee Burns*

M W 9:10–11:50 a.m.

**275a An Introduction to Printing**

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor.

4 credits

*Elliot Offner*

M W 9:10–11:50 a.m.

**276b Calligraphy**

The art of writing and constructing letters and the use of calligraphy and lettering as design.

4 credits

*Elliot Offner*

M W 9:10–11:50 a.m.

**280a, 280b Introduction to Architecture, City Planning, and Landscape Design**

Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Prerequisite: 100. Prerequisite for 280b is 280a. Enrollment limited to 24.

4 credits

*Richard Joslin*

M W 9:20–11:50 a.m.

**282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisites: 161a or b, or 163a or b, and permission of the instructor.

4 credits

*Chester Michalik, Director.**Stephen Petegorsky, T Th 9–11:50 a.m.**Chester Michalik, W F 1–4 p.m.***282b A repetition of 282a**

4 credits

*Chester Michalik, W F 9:10–11:50 a.m.**Chester Michalik, W F 1–4 p.m.***Advanced Courses**

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

**301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

All students interested in a special studies in wood must first complete a non-credit course in woodworking given first semester only. The course will introduce students



to the proper use of various woodworking machines. Methods of designing will also be included. Time to be announced.

### [362a], 362b Painting II

Advanced problems in painting, encompassing varied subject matter, spatial structures, and media. Prerequisites: 266a or b, and permission of the instructor.

4 credits

*Stanley Lewis*

W F 1–4 p.m.

### 372b Graphic Arts II

Advanced study in printmaking, with emphasis on etching or lithography. Emphasis alternates yearly. Topic for 1986–87: Lithography. Prerequisites: 271a or 272a, or permission of the instructor. Enrollment limited to 15.

4 credits

*Gary Niswonger*

T Th 1–4 p.m.

### 374b Sculpture II

Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor.

4 credits

*Lee Burns*

M W 9:10–11:50 a.m.

### [376b Printing and Graphic Art]

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. To be offered in 1987–88.

4 credits

### 381a, 381b Architecture

Further problems in planning and design, together with instruction in elementary construction. Prerequisite: 280 or permission of the instructor.

4 credits

*Richard Joslin*

M W 1–4 p.m.

### 382b Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b, and permission of the instructor.

4 credits

*Stephen Petegorsky*

T Th 9–11:50 a.m.

### 383b Problems in Landscape Design I

Prerequisite: 280a.

4 credits

*Shavaun Towers*

M W 1–4 p.m.

## Graduate

460a, 460b Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture

4 credits

*Members of the Department*

### 481 Architecture

8 credits

### 483 Landscape Architecture

8 credits

## The Major

**Advisers:** Lee Burns, Craig Felton, Susan Heideman, Caroline Houser, Barbara Kellum, Jaroslaw Leshko, Chester Michalik, Gary Niswonger, Elliot Offner, Stephen Petegorsky, John Pinto, Dwight Pogue, Lisa Reitzes, Helen Searing.

**Adviser for Study Abroad:** John Pinto.

Based on 100, or 100 and 161a or b and 163a or b. Majors are advised that there is one art major, whether Plan A, B, or C, and at least 16 courses must be taken outside the Art Department. Normally, ART 100 should be completed by the end of the sophomore year.

## Plan A

Basis: 100.

Requirements: 100 and one course in Section B plus seven semester courses in Section A, including three from three of the six areas Alpha through Omega. The course in Section B should be taken no later than the first semester of the senior year. Students are required to take at least one seminar in the history of art and to write at least one research paper, which will ordinarily be one written for a seminar (not a term paper for a 200-level course), or it may be an honors or special studies project.

### Areas Alpha–Omega

Note: All courses are one semester; they may vary as to a and b.

Alpha—Ancient: 210; 211; 212; 214; 215; 310; 315.

Beta—Medieval: 221; 222; 224; 321.

Gamma—Renaissance: 231; 232; 233; 234; 235; 331; 333.

Delta—Baroque and Rococo: 241; 242; 244; 246; 253; 342.

Epsilon—The past 200 years: 251; 252; 254; 255; 256; 257; 258; 259; 348; 351; 356; 359.

Zeta—Non-western: 207; 208; 213; HST 218; EAS 278; EAS 279; REL 273; REL 274.

Omega—More than one historical period: 202; 205; 206; 260; 261; 303; 361.

Note: Art 290 and Art 352 will vary depending on the topics, which change each time the courses are given.

## Plan B

Basis: 100, 161a or b, and 163a or b.

Requirements: the basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Omega.

Majors are strongly urged to take at least one seminar. With the approval of the adviser, two semester courses in closely

related subjects offered by other departments may be counted as credit toward the major.

## Plan C

Basis: 100, 280, and 161 (or its equivalent).

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., 381, 383, 262b, and/or their equivalents in other Valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus 202, [205], [215], 234, 244, [255], [257], [258], 290, 359), and/or their equivalents in other Valley institutions, of which three should be courses from two of the six areas Alpha through Omega. Students are required to take at least one seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an honors or special studies project.

## The Minors

### Plan 1

Advisers: Helen Searing, Lisa Reitzes, John Pinto.

Architecture and Urbanism: seeks to draw together the department's offerings in architectural history into a cohesive unit. ART 100 is recommended. The requirements are:

ART 202b History of City Planning and Landscape Design

[ART 205b Great Cities] (topic differs each time it is offered)

Choose four courses from the following:

[ART 215a Ancient Cities and Sanctuaries]

ART 234a Renaissance Architecture

ART 244b Baroque Architecture

[ART 255a Architecture of the Nineteenth Century]

- [ART 257b American Architecture and Urbanism]
- [ART 258b Architecture of the Twentieth Century]
- ART 290b Colloquium: Architectural Studies
- ART 359a Seminar: Studies in Modern Architecture

## Plan 2

**Advisers:** Members of the Art History faculty.

Art History: designed for those who wish to focus some of their attention on art history but who do not choose to major in the history of art. The requirements are: (1) ART 100; (2) any three courses in Art History at the 200 level; and (3) any one course in Art History at the 300 level.

With this skeletal structure, the student may construct a minor as specific or comprehensive as she desires, with advising.

## Plan 3

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer, Elliot Offner.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. Drawing I is recommended. The requirements are: (1) ART 264a or b; Drawing II (basis); (2) ART [260b], History of Graphic Arts or ART

261a, Composition of Books; and (3) any four from: ART 268, 271, [272], 275, 331b (for 1986–87), 335b, 372, [376], of which one should be at the 300 level or a continuation of one medium.

## Plan 4

**Adviser:** Elliot Offner.

Studio Art: designed for those who wish to focus some of their attention on studio art but who do not choose to major in studio. The requirements are: (1) ART 161 and 163 (basis); (2) Any three courses in Studio Art at the 200 level; and (3) any one course in Studio Art at the 300 level.

## Honors

**Co-directors of the Honors Committee:** Jaroslaw Leshko and Lee Burns.

Basis: 100.

### 501 Thesis

8 credits

Requirements: The basis for the major, with 303 optional but recommended for art history majors. The candidate will undertake a year-long project or thesis (501) for 8 credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.



## Five College Departmental Major and Minor in Astronomy

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### Associate Professors

Richard E. White, Ph.D.

†Suzan Edwards, Ph.D.

### Teaching Associate

Krystyna Helena Jaworowska

### Five College Lecturers

Thomas Travis Army, Ph.D. (Associate

Professor, University of Massachusetts)

Tom R. Dennis, Ph.D. (Associate Professor,  
Mount Holyoke College)

William A. Dent, Ph.D. (Professor,  
University of Massachusetts)

Paul F. Goldsmith, Ph.D. (Professor,  
University of Massachusetts)

George S. Greenstein, Ph.D. (Professor,  
Amherst College)

Edward Robert Harrison, F. Inst. P.

(Professor, University of Massachusetts)

William Michael Irvine, Ph.D. (Professor,  
University of Massachusetts)

Susan G. Kleinmann, Ph.D. (Associate  
Professor, University of Massachusetts)

John Kwan, Ph.D. (Associate Professor,  
University of Massachusetts)

F. Peter Schloerb, Ph.D. (Associate  
Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Assistant Professor,  
University of Massachusetts)

Stephen E. Strom, Ph.D. (Professor, *Chair*,  
University of Massachusetts)

Eugene Tademaru, Ph.D. (Associate  
Professor, University of Massachusetts)

David J. Van Blerkom, Ph.D. (Professor,  
University of Massachusetts)

Judith S. Young, Ph.D. (Assistant Professor,  
University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and b and the mathematics sequence up to Calculus II (122a or b) at their first opportunity.

The Astronomy Department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall; the Whately observatory of Smith College,

with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst observatory with an 18" refractor; and the Williston observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated FC may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College Astronomy office (545-2194) to learn the time of the first class meeting.

### 100a A Survey of the Universe

An overview of ancient and modern understanding of the cosmos, including an intro-

duction to celestial motions and an exploration of current ideas concerning the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies, and the universe as a whole. This course is designed for non-science majors. There are occasional evening laboratories for demonstration of the Amherst College planetarium, constellation identification, and optical observing with the telescopes of the Five College astronomy department.

4 credits

*Richard White*

M W F 10:40–11:50 a.m.; plus occasional evening observing sessions

### 113a FC13a The Solar System

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper though still nontechnical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the earth and other planets.

4 credits

*David Van Blerkom*

M W 9:30–10:45 a.m. at UMass

### 115b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origin, orbits, interiors, surfaces, and atmospheres; stars—their formation, structure, and evolution; and the universe—its origin, overall structure, and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy

Department. Prerequisite: MTH 120a or the equivalent.

4 credits

*Richard White*

M W F 9:20–10:30 a.m., lab. M or Th 7 p.m.

### 219a FC19a Planetary Science

An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of the interiors, surface features, and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Emphasis on the results of recent spacecraft missions to Venus, Jupiter, Saturn, and Uranus. Two meetings per week. Prerequisites: one semester of calculus and one semester of a physical science; familiarity with physics is essential.

4 credits

*William Dent*

M W 2:30–3:45 p.m. at UMass

### 220b FC20b Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 121a or b and one physical science course.

4 credits

*George Greenstein*

M W 2:30–3:45 p.m. at Smith

### 221a FC21a Stars and Stellar Evolution

For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The

three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: MTH 121a or b, and PHY 115a, which may be taken concurrently.

4 credits

*Thomas Army*

T Th 2:30–3:45 p.m. at Amherst

*Tom Dennis*

Evening labs at Mount Holyoke College, to meet on an unscheduled basis

### **222b FC22b Galactic and Extragalactic Astronomy**

For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisites: MTH 121a or b, PHY 115a, and CSC 115a or b.

4 credits

*To be announced*

T Th 2:30–3:45 p.m. at Amherst

### **234b FC34b History of Astronomy**

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth and nineteenth centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology.

4 credits

*Edward Harrison*

T Th 2:30–3:45 p.m. at UMass

### **301a, 301b Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.

4 credits

### **335b FC35b Stellar Evolution and Nucleosynthesis**

The chemical elements of which we are made were formed by nuclear reactions billions of years ago in stars and in supernova explosions. This course details those processes by discussion of the following topics: principles of stellar structure; methods for constructing numerical models for stars; evolutionary sequences of models; the death of stars; comparison between model calculations and observations; the abundances and history of the chemical elements. Assignments include experiments with computer models. Astronomy background not required. Prerequisites: MTH 122 and AST 221 or 222 or PHY 115.

4 credits

*Tom Dennis*

M W 2:30–3:45 p.m. at Mount Holyoke

### **337a FC37a Observational Optical Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: MTH 122a or b, PHY 115a or b, and AST 221a and 222b (students unable to complete 221a and 222b may make special arrangements to complete the laboratory prerequisites).



4 credits

*Richard White*

M W 2:30–3:45 p.m. at Smith, plus an evening lab., to be arranged

**338b FC38b Observational Radio Astronomy**

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; non-thermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: PHY 115a or b, or permission of the instructor.

4 credits

*Ronald Snell, Paul Goldsmith*

T Th 2:30–3:45 p.m. at UMass

**343a FC43a Astrophysics I: Stellar Structure**

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Prerequisites: PHY 214b and 220a, or permission of the instructor.

4 credits

*John Kwan*

M F 1:25–2:45 p.m. at UMass

**344b FC44b Astrophysics II: Cosmic Electrodynamics and Hydrodynamics**

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor. Immediate application of techniques learned to diverse astronomical phenomena.

Prerequisite: 343a or permission of the instructor.

4 credits

*John Kwan*

M F 1:25–2:45 p.m. at UMass

**Graduate**

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

**UMass 640 Galactic and Extragalactic Astronomy**

UMass 700 Independent Study

UMass 717 Plasma Astrophysics

UMass 730 Radio Astrophysics

UMass 731 Radio Astronomy

UMass 732 Numerical Techniques in Experimental Physics and Astronomy

UMass 741 The Interstellar Medium

UMass 746 Solar System Physics

UMass 748 Cosmology and General Relativity

UMass 843 Stellar Atmospheres

**The Major**

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics, and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to consider a double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

**Basis:** 221a and 222b.

**Requirements:** 12 semester courses, including the basis, PHY 115a and b, three

courses selected from MTH 201a or b, 202a or b, 205a, and 222a, and two astronomy courses at the 300 level. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester special studies or honors project in the senior year may be taken for an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

## The Minor

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist

or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical background in a broader context, such as history of science, scientific writing or editing, or science education.

**Basis:** 115b, 221a or 222b.

**Requirements:** Six semester courses, including the basis, PHY 115a and b, and three further intermediate or advanced astronomy courses, including 221a or 222b.

## Honors

**Directors:** Suzan Edwards, Richard White.

**Prerequisites:** 221a and 222b.

### 501 Thesis

8 credits

### 502 Thesis

12 credits

## Interdepartmental Major in Biochemistry

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### Advisers

Stylianios Scordilis, Associate Professor of Biological Sciences

Kenneth Hellman, Professor of Chemistry, *Director*

\*Steven Williams, Assistant Professor of Biological Sciences

David Bickar, Assistant Professor of Chemistry

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Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 201a and CHM 222a and b before the junior year.

### CHM 235a Physical Chemistry of Biochemical Systems

#### 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids; mechanisms of conformational change and cooperativity; bioenergetics, enzymes, and regulation. Prerequisites: BIO 201a and CHM 222b.

4 credits

*Stylianios Scordilis*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m.

#### 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms; metabolism and its regulation; energy production and utilization. Prerequisites: 252b and CHM 235a or 231b.

4 credits

*David Bickar*

Lec. T Th 9:30–10:50 a.m.;

lab M 1:10–4 p.m.

301a, 301b Special Studies  
4 credits

### CHM 357b Selected Topics in Biochemistry

## The Major

Requirements: BIO 105a, 106b, 201a, 215a, or 230a; CHM 101a and b or 102a and b, 222a and b, 231a and b or 235a; BCH 252b, 352a; plus one course in BIO or CHM having CHM 222b as a prerequisite.

Recommended courses: students planning further study in biochemistry are advised to include PHY 115a and b, CHM 231a and b, and courses in mathematics beyond Calculus II.

## Honors

**Director:** Stylianios Scordilis.

**501 Thesis**  
8 credits

**502 Thesis**  
12 credits

Requirements: same as for the major, and a research project (BCH 501, 502) pursued throughout the senior year. An examination in biochemistry and an oral presentation of the honors thesis.



## Departmental Major and Minor in Biological Sciences

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### Professors

Carl John Burk, Ph.D.  
 \*David Andrew Haskell, Ph.D.  
 Elizabeth Ann Tyrrell, Ph.D.  
 \*Jeanne A. Powell, Ph.D.  
 Stephen G. Tilley, Ph.D.  
 Philip D. Reid, Ph.D., *Chair*  
 Robert B. Merritt, Ph.D.  
 Margaret Anderson Olivo, Ph.D.  
 Richard Francis Olivo, Ph.D.

### Associate Professors

Richard T. Briggs, Ph.D.  
 Stylianos P. Scordilis, Ph.D.

### Assistant Professors

\*Steven A. Williams, Ph.D.  
 Virginia Hayssen, Ph.D.

### Lecturers

Richard H. Munson, Ph.D.  
 Mary Helen Laprade, Ph.D.  
 Martha Spiegelman, Ph.D.

### Laboratory Instructor

Graham R. Kent, M.A.

### Teaching Fellows

Sriyanie Miththapala, B.Sc.  
 Catherine Poole

### Assistant Professor

(at Smith College under  
 the Five College Program)  
 Paulette Peckol, Ph.D.

Students who have attained scores of 4 or 5 on the College Board Advanced Placement examination in biology are not required to take 105a or 106b, and may enter courses for which 105a and 106b are the sole pre-requisites. Students with strong preparation in biology may gain exemption from 105a and/or 106b by passing a departmental placement examination offered at the opening of college before classes begin.

The following six courses are designed primarily for students outside the biological sciences. They have no college biology course prerequisites, and except for the second semester of 210, they do not count toward the requirements for the major in biological sciences.

### 122b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the envi-

ronment. A course in high school biology is strongly recommended.

4 credits

*Elizabeth Tyrrell*

T Th 9:30–10:50 a.m.

### 150a Human Biology

A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society.

4 credits

*Elizabeth Tyrrell, Margaret Olivo*

T Th 9:30–10:50 a.m.; lab. every other

T 1–4 p.m.

### 151b Brains and Computers

An introduction for the nonscientist to information processing by brains and by computers. The detection of color and pattern serves as a unifying example to examine basic aspects of brain function, mechanisms of vision in people and animals, non-mathematical aspects of how

computers work, and the production and detection of images by computers. The course should be of particular appeal to students in the visual arts. Three hours of lectures and demonstrations. Will not be offered in 1987-88.

4 credits

*Richard Olivo*

M W F 2:10-3 p.m.

## 210 Horticulture

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Second semester may be counted within the departmental major.

4 credits

*Richard Munson*

Lec. T Th 9-9:50 a.m.;

lab. T Th 10-11:50 a.m.

## 214a Plants and Human Welfare

An introduction to botany and horticulture for non-science majors. The course introduces students to the various plant collections at Smith College including those in the Lyman Plant House and the campus grounds and gardens. The use of plants for food and fibre is also stressed as well as the agricultural practices that are used to produce them.

4 credits

*Philip Reid*

Lec. M W F 2:10-3 p.m.

## 241a Conservation of Natural Resources

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip.

4 credits

*John Burk*

Lec. T Th 9:30-10:50 a.m.

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BIO 101a or 105a and 106b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which in some cases include a year of college chemistry.

## 103a Cell and Molecular Biology

The structural and molecular bases of cellular functions. The cell as the fundamental unit of life, including: functions of the organelle, energetics; regulatory, physiological, and differentiation mechanisms; some explication of the relationship of cellular function to higher levels of organization. Prerequisites: 102a or b, and CHM 101a and b or 102a and b.

4 credits

*Stylianios Scordilis*

Lec. M W F 8-9:10 a.m.;

lab. M or T 1:10-4 p.m.

## 105a Introduction to Biology

An introduction to the study of life at the cellular level. The molecular composition of living systems, the structure, organization, and physiology of the cell, and the classical and molecular bases of inheritance will be examined.

4 credits

*Philip Reid and Members of the Department*

Lec. M W F 10:40-11:50 a.m.; lab. M 1-2:50 p.m.; T 9:30-11:20 a.m.; T 1-2:50 p.m.; T 3-4:50 p.m.; W 1-2:50 p.m.; Th 9:30-11:20 a.m.; Th 1-2:50 p.m.; Th 3-4:50 p.m.; F 1-2:50 p.m.

## 106b A continuation of 105a

An introduction to life at the organismal, population, and community levels. Topics to be treated include evolution, taxonomy, the kingdoms of organisms, form and function in plants and animals, and the ecology of populations and communities. Prerequisite: 105a.

4 credits

*Members of the Department*

Lec. M W F 10:40-11:50 a.m.

## [201a Cell Biology]

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Prerequisites: 105a and 106b, and CHM 101a and b or 102a and b. To be offered in 1987-88.

4 credits

**[202b Genetics]**

An intermediate course in molecular, population, and evolutionary genetics. Topics will include DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift, quantitative inheritance, and developmental genetics. Prerequisites: 106b and CHM 101a and b or 102a and b. To be offered in 1987-88.

4 credits

**[203b Plant Biology]**

Plant structure and function at the cellular, organismal, and community levels; survey of the plant kingdom. To be offered in the fall semester of 1987-88.

4 credits

**204a Vertebrate Biology**

Evolution of form and function in vertebrates. Enrollment limited to 64.

4 credits

*Virginia Hayssen*

Lec. T Th 9:30-10:50 a.m.; lab. W 1-4 p.m. or Th 1-4 p.m.

**205a Invertebrate Zoology**

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Major groups studied in detail include insects, crustaceans, arachnids, mollusks, segmented worms, flatworms, cnidarians, and echinoderms. Parasitism is considered as a biologically important symbiotic relationship. An optional all-day field trip will be scheduled.

4 credits

*Mary Laprade*

Lec. T Th 9:30-10:50 a.m.; lab. T Th 1-2:50 p.m. or T Th 3-4:50 p.m.

**213b Plant Systematics**

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes, principles of classification, and identification of local flora. Fieldwork.

4 credits

*John Burk*

Lec. Th 3-4:50 p.m.; lab. F 1:10-4 p.m.

**215b Plant Physiology**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: completed basis for the major.

4 credits

*Philip Reid*

Lec. T Th 9:30-10:50 a.m.; lab. M 1-4 p.m.

**220a General Bacteriology**

Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisites: completed basis for the major.

4 credits

*Elizabeth Tyrrell*

Lec. M W F 1-2 p.m.; lab. W F 2:10-4 p.m.

**230a Animal Physiology**

The strategies and mechanisms evolved by animals for dealing with movement, neural and hormonal control, circulation, respiration, fluid regulation, excretion, and digestion. Prerequisites: completed basis for the major.

4 credits

*Margaret Olivo*

Lec. M W F 9:20-10:30 a.m.; lab. Th or F 1-4 p.m.

**240a Principles of Ecology**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Four hours of laboratory or fieldwork, with an optional all-day field trip.

4 credits

*Stephen Tilley*

Lec. T Th 9:30-10:50 a.m.; lab. T 1-5 p.m.



**242a Plant Ecology**

A study of plant communities and the relationship between plants and their environment, with emphasis on fieldwork and review of current literature.

4 credits

*John Burk*

Lec. Th 3–4:50 p.m.; lab. F 1:10–4 p.m.

**243b Evolution and Systematics**

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and macroevolutionary patterns. Prerequisite: 102a or 106b.

4 credits

*Stephen Tilley*

Lec. T Th 9:30–10:50 a.m.

**[244a Marine Ecology]**

Patterns and processes of marine ecosystems, including nutrient cycles, community structures and dynamics, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes field trips. To be offered in 1987–88. (E)

4 credits

**BCH 252b Biochemistry I: Biochemical Structure and Function**

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; Bioenergetics, enzymes and regulation. Prerequisites: BIO 201a and CHM 222b.

4 credits

*Stylianios Scordilis*

Lec. T Th 9:30–10:50 a.m.; lab. T 1–4:50 p.m.

**300b Neurophysiology**

The physiology of nervous systems, with an emphasis on cellular aspects. Topics include: sensory receptors, visual processing, ionic basis of nerve cell potentials, synapses, neural networks. Prerequisites: 103a or b or 201a or b or 230a, or PSY 211a and a year of chemistry. Not to be offered in 1987–88.

4 credits

*Richard Olivo*

Lec. M W F 9:20–10:30 a.m.; lab. Th 1–4 p.m.

**301a Histology**

A study of animal tissues, including their composition, origin, differentiation, microscopic anatomy, function, and arrangement in organs. Prerequisite: 103a or b or 201a or b.

4 credits

*Richard Briggs*

Lec. T Th 9:30–10:50 a.m.; lab. T 1–4 p.m. and Th 11 a.m.–12 noon

**[302a Molecular Biology]**

The basis of molecular structure and function, with particular emphasis on protein biochemistry and related techniques of physical biochemistry. Prerequisites: 103a or b or 201a or b, and CHM 222a and b. Offered in alternate years; to be offered in 1987–88.

4 credits

**303b Introduction to Biological Fine Structure**

An introduction to the basic theory of electron microscopy, discussion of recent advances in the fine structure of biological materials, and practice in the basic techniques of transmission and scanning electron microscopy. Admission by permission of the instructor. Prerequisites: 103a or b or 201a or b, and 301a or 315b.

4 credits

*Richard Briggs*

Lec. T Th 9:30–10:50 a.m.; lab. T 1–5 p.m.

**[306a Embryology]**

A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 102a or b or 201a or b or permission of the instructor. To be offered in 1987–88.

4 credits

**[314a Morphology of Algae and Fungi]**

Studies in the structure, reproduction, phylogeny, classification, and significance of

prokaryotes, algae, and fungi. Prerequisite: 203b or permission of the instructor. To be offered in 1987–88.

4 credits

### 315b Morphology of the Land Plants

Studies in the structure, reproduction, phylogeny, classification, and significance of bryophytes, ancient vascular plants and modern vascular plants including the ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 203b or permission of the instructor.

4 credits

*David Haskell*

Lec. M W F 9:20–10:30 a.m., and one hour to be arranged

### [322b Principles of Virology]

Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and CHM 222a and b. To be offered in 1987–88.

4 credits

### 323b Molecular Genetics

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning in genetic analysis. The laboratory uses the techniques of microbial genetics. Prerequisites: 103a or b or 201a and 202b, and CHM 222a and b. Recommended: 220a.

4 credits

*Steven Williams*

Lec. M W F 1–2 p.m.; lab. T 1–4:50 p.m.

### [327a Immunology]

An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, and immunopathology. Prerequisites: 103a or b or 201a or b. Recommended: 220a. To be offered in 1987–88.

4 credits

### 330b Developmental Biology

A study of the experimental evidence for interacting systems in fertilization and in

the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in development of organisms at a variety of levels of organization. Prerequisite: 103a or b or 201a or b, and CHM 222a and b.

4 credits

*Jeanne Powell*

To be arranged

### 333a Biochemical Physiology

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Prerequisites: 103a or b or 201a and CHM 222a. Offered in alternate years.

4 credits

*Stylianios Scordilis*

Lec. T Th 9:30–10:50 a.m.; lab. T 1–4:50 p.m.

### 341a Biology of Populations

An analysis of genetic, evolutionary, and ecological phenomena at the population level. Laboratories treat introductory biological statistics, genetics and demography of natural populations, and computer simulation. Prerequisite: 102a or b and 240a or 243b. Recommended: at least one course in mathematics. Offered in alternate years.

4 credits

*Robert Merritt, Stephen Tilley*

Lec. M W F 9:20–10:30 a.m.; lab. M 1–4 p.m.

### [344b Biogeography]

Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. To be offered in 1987–88.

4 credits

### 345b Animal Behavior

Study of vertebrate and invertebrate behavior as related to genetics, development, organismal interactions, psychology, ecology, and evolution. Prerequisites: three semester courses in either organismal biology, physiology, evolutionary or environmental biology, or permission of the instructor.

4 credits

*Virginia Hayssen*

Lec. T Th 11–11:50 a.m. and one hour to be arranged; lab. Th 1–4:50 p.m. and some Saturday field trips.

**350a, 350b Special Studies**

4 credits

**Seminars****326b Topics in Microbiology**

Recent developments in microbiology and immunology. Topic for 1986–87: Pathogenesis of Microbial Disease. Directed readings and group discussion. Prerequisites: 220a or 327a and permission of the instructor.

4 credits

*Elizabeth Tyrrell*

M 7–9:30 p.m.

**[337b Topics in Genetics]**

Presentation and discussion of current research. Prerequisite: 102a or b or 202a or b or permission of the instructor. To be offered in 1987–88.

4 credits

**338a Topics in Cell Biology**

Topic to be announced. Prerequisite: 103a or b or 201a or b.

4 credits

**[343b Selected Environmental Problems]**

Analysis and discussion of ecological factors related to current environmental problems and their solutions. Prerequisite: 240a or 242a or permission of the instructor. PPL 303b may substitute for 343b within the major. To be offered in 1987–88.

4 credits

**[346b Topics in Marine Ecology]**

Student presentations, discussions, and written analyses of contemporary and controversial topics in the field of marine sciences. Prerequisites: 240a, 242a, or 244a, and permission of the instructor. To be offered in 1987–88. (E)

4 credits

**Graduate****Adviser:** Elizabeth Tyrrell.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

**400, 400a, 400b Research and Thesis**

4 credits

**404a, 404b Advanced Studies in Molecular Biology**

4 credits

*Members of the Department***410a, 410b Advanced Studies in Botany**

4 credits

*Members of the Department***420a, 420b Advanced Studies in Microbiology**

4 credits

*Members of the Department***430a, 430b Advanced Studies in Zoology**

4 credits

*Members of the Department***[432a Advanced Vertebrate Anatomy]**

Detailed comparative analysis of one or more organ systems, with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work.

4 credits

**440a, 440b Advanced Studies in Environmental Biology**

4 credits

*Members of the Department***450a, 450b Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

4 credits

*Members of the Department*



## The Major

**Advisers:** students should choose their advisers, according to their interests, from the following list:

Botany: John Burk.

Cell and molecular biology: Richard Briggs, Margaret Olivo, Steven Williams.

Environmental and evolutionary biology: Stephen Tilley, John Burk.

General biology: Mary Laprade.

Marine biology: John Burk, Paulette Peckol.

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade, Virginia Hayssen.

**Adviser for Study Abroad:** Philip Reid.

Prospective majors should take CHM 101a or b, or 102a or b, and BIO 105a and 106b. CHM 222a and b and PHY 115a and b are strongly recommended for all majors.

Up to 8 credits in the major may be acquired from among the following: CHM 222 (one or both semesters), CHM 352b, GEO 231a, PSY 103a or b, PSY 311a or b. Special Studies must be taken above the requirements for the major.

There are currently two alternative sets of requirements for the major.

### Requirements for students beginning their study of biology in 1986–87 and thereafter:

**Basis:** 105a, 106b, and CHM 101a and b, or CHM 102a and b.

**Distribution:** three courses, one from each of three fields:

- A. Cell biology: 201a.
- B. Genetics: 202a.
- C. Organismal biology: 203b, 204a or b, 205a.
- D. Physiology: 215a, 220a, 230a.
- E. Evolutionary and environmental biology: 213b, 240a, 242b, 243b, 244a.

**Advanced courses:** two courses at the 300-level, at least one of which must be chosen from the department's offerings.

**Additional courses:** three electives. Altogether, 12 courses are required for the major.

Up to 32 credits in the major may be acquired from among the following: CHM 222 (one or both semesters), CHM 352b, GEO 231a, PSY 103a or b, PSY 311a or b. Special Studies must be taken above the requirements for the major.

### Requirements for students who began their study of biology prior to 1986–87:

**Basis:** 101a or b, 102a or b, 103a or b, and CHM 101a and b, or CHM 102a and b.

**Distribution:** one course in each of two of the following three areas. Majors are strongly encouraged to take an additional course in the third area as an elective.

- A. Organismal biology. For example: 203b, 204a or b, 205a.
- B. Evolutionary and environmental biology. For example: 213b, 240a, 242a, 243b.
- C. Physiology. For example: 215a, 220a, 230a.

**Advanced courses:** two courses at the 300 level, at least one of which must be chosen from the department's offerings.

**Additional courses:** three electives. Altogether, 12 courses are required for the major.

**Note:** Students who by the end of academic year 1985–86 have completed only BIO 101 may complete the basis of the major by electing BIO 105a in the fall of 1986, and completing a year of introductory chemistry. Students who have completed BIO 102 by the end of the academic year 1985–86 should fulfill the basis of the major by electing BIO 103a in the fall of 1986.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of Biological Sciences will also serve as advisers for the minor.

The requirements for the minor in Biological Sciences comprise six semester departmental courses. These courses must include BIO 101 or 105a and 106b and one 300-level course. No more than one course designed primarily for non-majors may be included in the six.

## Honors

**Director:** Margaret Olivo.

Basis: the same as that for the major.

### 501 Thesis

Requirements: the same as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis. 501 may substitute for one 300-level course.

An examination and an oral presentation and defense of the thesis.

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## Marine Sciences

See pp. 241–42.

## Neuroscience

See p. 260.

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## Pre-Medical and Pre-Health Professional Programs

**Advisers:** Richard Briggs (Biological Sciences), Lâle Burk (Chemistry), Stuart Rosenfeld (Chemistry), Elizabeth Tyrrell (Biological Sciences).

Students may prepare for medical school by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

# Departmental Major and Minor in Chemistry

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## Professors

George Morrison Fleck, Ph.D.  
Kenneth Paul Hellman, Ph.D., *Chair*  
Thomas Hastings Lowry, Ph.D.

## Associate Professors

Charles Levin, Ph.D.  
†Robert G. Linck, Ph.D.

## Assistant Professors

\*Stuart Rosenfeld, Ph.D.  
Dorothy Ellen Hamilton, Ph.D.  
David Bickar, Ph.D.

## Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

## Visiting Lecturer

Michael V. de Cheke, Ph.D.

## Laboratory Instructor

Virginia White, M.A.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry in the freshman year, and are advised to complete MTH 122a or b and PHY 115a and b as early as possible.

All intermediate courses require as prerequisite a year of General Chemistry or an Advanced Placement score of 4 or 5. Students who wish to elect CHM 101a or 102a, and who offer entrance units in chemistry, must take the departmental placement examination at the opening of the college before the beginning of classes.

### 101a General Chemistry

A basic course dealing with atomic and molecular structure and concepts of equilibrium. Techniques of quantitative analysis are introduced in the laboratory.  
4 credits

*Kenneth Hellman, Michael de Cheke, Lâle Burk*

Lec. M W F 9:20–10:30 a.m.; lab. Th 8–10:50 a.m., M T W Th 1–3:50 p.m.

### 101b A continuation of 101a

Application of principles of molecular structure and thermodynamics to acid-base and oxidation-reduction reactions of selected elements and their compounds and to properties of solids. Colorimetry, pH titrations, and other quantitative techniques are included in the laboratory. Prerequisite: 101a.

4 credits

*Kenneth Hellman, Michael de Cheke*

Lec. M W F 9:20–10:30 a.m.; lab. M T W 1–3:50 p.m., Th 8–10:50 a.m.

### 102a General Chemistry

For majors in physical science (including biochemistry) and others seeking a strong background in chemistry. Atomic structure, molecular structure and bonding, periodicity and chemical properties, chemical equilibria, and stoichiometry are among the topics covered. Prerequisites: strong secondary-school preparation in mathematics and laboratory science, including at least one entrance unit in chemistry; and MTH 121a or b or its equivalent (which may be taken concurrently).



4 credits

*Thomas Lowry, Virginia White*

Lec. M W F 9:20–10:30 a.m.; lab. M 1–3:50 p.m., T 9–11:50 a.m., T 1–3:50 p.m.

### 102b A continuation of 102a

This course quantitatively covers thermodynamics, electrochemistry, and kinetics in the lecture and the laboratory. Coordination chemistry, nuclear chemistry, and fundamental inorganic chemistry are qualitatively introduced. Prerequisite: 102a. 4 credits

*Thomas Lowry, Virginia White*

Lec. M W F 9:20–10:30 a.m.; lab. M T 1–3:50 p.m., T 8–10:50 a.m.

### 222a Organic Chemistry

An introductory course in the theory and practice of organic chemistry. Organic nomenclature, structure, and spectroscopy, and the chemistry of saturated and unsaturated hydrocarbons, alkyl halides, and alcohols. Prerequisite: two semesters of General Chemistry. 4 credits

*Stuart Rosenfeld, Lâle Burk*

Lec. M W F 9:20–10:30 a.m.; lab. M T W Th F 1–3:50 p.m., T Th 8–10:50 a.m.

### 222b A continuation of 222a

The chemistry of ethers, the carbonyl group, amines, and aromatic substances. Prerequisite: 222a. 4 credits

*David Bickar, Lâle Burk*

Lec. M W F 10:40–11:50 a.m.; lab. M T W Th F 1–3:50 p.m., T Th 8–10:50 a.m.

### 231a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: two semesters of General Chemistry, and MTH 122a or b. MTH 202a or b and PHY 115a and b are strongly recommended. 4 credits

*Charles Levin*

Lec. M W F 9:20–10:30 a.m.; lab. M F 1–3:50 p.m.

### 231b A continuation of 231a

The macroscopic viewpoint: chemical kinetics and chemical thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, and electrochemistry. Prerequisite: 231a. 4 credits

*Charles Levin*

Lec. M W F 9:20–10:30 a.m.; lab. M 1–3:50 p.m.

### 235a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 222a and b, and MTH 122a or b. 4 credits

*George Fleck*

Lec. M W F 9:20–10:30 a.m.; lab. Th F 1–3:50 p.m.

### 246b Analytical Chemistry

A laboratory-oriented course in quantitative chemical analysis emphasizing the practice of volumetric and gravimetric experimental methods, and the theory of solution equilibria. Introduction to instrumental analysis. Prerequisites: two semesters of General Chemistry. 4 credits

Two lectures and two laboratories.

4 credits

*To be announced*

Lec. T Th 9:30–10:50 a.m.; lab. T 1–4:50 p.m. and Th 1–3:50 p.m.

### 301a, 301b Special Studies

4 credits

### 305a Advanced Laboratory

Advanced techniques of experimentation in the synthesis and identification of organic and inorganic substances. Prerequisites: 222a and b. Two lectures and two laboratories.

4 credits

*Dorothy Hamilton*

Lec. T Th 11–11:50 a.m.; lab. T 1–4:50 p.m.  
and Th 1–3:50 p.m.

### 305b A continuation of 305a

Synthesis of inorganic and organic substances, with emphasis on characterizing the physical properties of those substances. Prerequisite: 305a. Two lectures and two laboratories.

4 credits

*Dorothy Hamilton*

Lec. T Th 11–11:50 a.m.; lab. T 1–4:50 p.m.  
and Th 1–3:50 p.m.

### 309a, 309b Discussions in Contemporary Chemistry

A course focusing on current research in chemistry. Discussions will include novel experimental and theoretical techniques and detailed examination of research results. Since topics will change each semester, this course may be taken as many as four times. For senior majors and juniors with permission of the chair.

2 credits

*Members of the Department*

W 7:30–9:30 p.m.

### 313a Advanced Inorganic Chemistry

A study of current topics in inorganic chemistry. Prerequisites: 222a and b and 231a and b.

4 credits

*Dorothy Hamilton*

T Th 9:30–10:50 a.m.

### 323b Organic Mechanisms

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 222a and b; 231b may be taken concurrently.

4 credits

*Thomas Lowry*

T Th 8–9:20 a.m.

### BCH 352a Biochemistry II: Biochemical Dynamics

### 357b Selected Topics in Biochemistry

A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352b.

4 credits

*Kenneth Hellman*

To be arranged

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Lâle Burk.

Required courses: 101a and b, or 102a and b; 222a and b; 231a and b; 246b; 305a and b; 313a. Majors should, if possible, elect 231a and 305a concurrently; and also 231b and 305b concurrently.

Students planning graduate study in chemistry are advised to include PHY 115a and b and MTH 202a or b or 201a or b in their programs of study. A major program that includes these courses meets the requirements of the American Chemical Society for eligibility for professional standing.

## The Minor

**Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information.

In selecting the two elective courses, the student may choose different emphases: A laboratory emphasis might include 246b and 305a, or 305a and 305b. A biochemical emphasis might include 235a and 352a. A theoretical emphasis might include 231a and 231b. An inorganic emphasis might include 231a and 313a.

Required courses: 101a and b, or 102a and b; 222a and b; and two additional semester courses in chemistry. Special Studies 301a and 301b may not normally be used to meet the requirements for the minor.

## Honors

**Director:** Thomas Lowry.

### 501 Thesis

8 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis (501) and an oral examination in the area of the thesis.



# Extradepartmental Courses in Chinese Language & Literature

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## Associate Professor

Henry Li-Hua Kung, B.A., *Director*

## Assistant Professor

Grace S. Fong, Ph.D.

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Credit is not granted for the first semester only of an introductory language course.

### 100D Elementary Chinese

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures, and some 600 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters.

12 credits

*Grace S. Fong*

M T W Th F 1–2 p.m.; and one hour lab.

### 200 Intermediate Chinese

Further study of modern Mandarin Chinese, with emphasis on reading, writing, and translating the vernacular language, and on developing conversational ability. Prerequisite: 100D.

8 credits

*Grace S. Fong*

M W F 10:40–11:50 a.m., and one hour conversation to be arranged

### 250b Traditional Chinese Literature in Translation

A survey of representative literary works from c. 900 B.C. to c. A.D. 1300 with emphasis on the development of poetry. Major genres, themes, critical theories, and

Chinese views on literature will be introduced and examined in a cultural-historical context. Lecture and discussion. All readings are in English. Offered in alternate years.

4 credits

*Grace S. Fong*

M W F 2:10–3 p.m.

### 322 Modern Chinese (Advanced)

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials. Prerequisite: 200 or the equivalent.

8 credits

*Henry Kung*

M W F 1–1:50 p.m.

### 324a Newspaper Chinese

Selected readings of journalistic style of writings from newspapers and magazines. Prerequisite: 200 or the equivalent.

4 credits

*Henry Kung*

M W F 2:10–3 p.m.

### 325b A continuation of 324a

Prerequisite: 324a.

4 credits

*Henry Kung*

M W F 2:10–3 p.m.

## Departmental Majors and Minors in Classical Languages & Literatures

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### Associate Professors

Thalia Alexandra Pandiri, Ph.D. (Classics  
and Comparative Literature), *Chair*

†Justina Winston Gregory, Ph.D.

### Assistant Professors

Matthew Dillon, Ph.D.

John Kirby, Ph.D.

### Visiting Lecturer

Nancy Felson Rubin, Ph.D.

### Mellon Lecturer

Lucinda Buck Alwa, Ph.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Qualified students in these majors have the opportunity for a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 24).

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as art, English, history, philosophy, and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 212b for credit.

## Greek

Credit is not granted for the first semester only of an introductory language course.

### 111D Intensive Elementary Greek

A year-long intensive course that will include both the fundamentals of grammar and, in the second semester, selected readings (New Testament, Homer, Sappho, Lysias, Xenophon, Plato).

12 credits

*Thalia Pandiri*

M W F 9:20–10:30 a.m., T Th  
3–4:50 p.m.

### 212a Attic Prose and Drama

Prerequisite: 111D.

4 credits

*Nancy Rubin*

M W F 10:40–11:50 a.m.

### 212b Homer, Iliad

Prerequisite: 212a or permission of the instructor.

4 credits

*Thalia Pandiri*

M W F 10:40–11:50 a.m.

### 221b Prose Composition

Prerequisite: 212b or permission of the instructor. One class hour.

2 credits

*Thalia Pandiri*

To be arranged

### 301a, 301b Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.  
4 credits

### [322a Homer]

Prerequisite: 212b or permission of the instructor. To be offered in 1987–88.

4 credits

### 324b Plato and Aristophanes

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Lucinda Alwa*

M W F 9:20–10:30 a.m.

**[325a Sophocles and Thucydides: Athens, the Tyrant City]**

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1987–88.

4 credits

**336a Aeschylus and Herodotus: Athens, the Savior of Greece**

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 300 level, or permission of the instructor.

4 credits

*Thalia Pandiri*

T Th 1–2:50 p.m.

## Graduate

**451a, 451b Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

See also [REL 287b Greek Religious Texts].

**Adviser of Graduate Study:** Matthew Dillon.

## Latin

Credit is not granted for the first semester only of an introductory language course.

**LAT 111 Elementary Latin**

Fundamentals of grammar, with selected readings from Latin authors in the second semester.

8 credits

*John Kirby*

M W F 10:40–11:50 a.m.

**111Db Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester.

Selected readings.

8 credits

*Matthew Dillon*

M T W Th F 1–2 p.m.

**212a Poetry of Ovid**

Review of fundamentals: selections from the *Metamorphoses* and other poems. Prerequisite: 111 or two units of Latin or the equivalent.

4 credits

*Nancy Rubin*

M W F 8–9:10 a.m.

**212b Virgil, Aeneid**

Prerequisite: 212a or permission of the instructor.

4 credits

*John Kirby*

M W F 3:10–4 p.m.

**[213b Medieval Latin]**

Selected readings from prose and poetry by a wide range of authors, from the third century to the fourteenth. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. To be offered in 1987–88.

4 credits

**214a Poets and Politicians of the Late Republic**

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Cicero, Lucretius, and Catullus. Prerequisite: 200-level Latin course or permission of instructor.

4 credits

*Matthew Dillon*

M W F 2:10–3 p.m.



**214b Livy**

Prerequisite: 214a or permission of the instructor.

4 credits

*Lucinda Alwa*

M W F 2:10–3 p.m.

**221a Prose Composition**

Prerequisite: 214b or permission of the instructor. One class hour.

2 credits

*Lucinda Alwa*

To be arranged

**301a, 301b Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

4 credits

**[323a Sallust and Tacitus]**

Prerequisite: 214b or permission of the instructor. To be offered in 1987–88.

4 credits

**326a The Poetry of Horace**

Selections from the *Epodes*, *Satires*, *Epistles*, and *Odes*, with emphasis upon the last.

4 credits

*Lucinda Alwa*

M W F 1–2 p.m.

**333b Virgil's Aeneid: Advanced Course**

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Nancy Rubin*

T Th 3–4:50 p.m.

**334a Latin Satire**

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*John Kirby*

M W F 3:10–4 p.m.

**[335b Cicero]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1987–88.

4 credits

**[336a Lucretius]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1987–88.

4 credits

**Graduate****451a, 451b Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

Adviser of Graduate Study: John Kirby.

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**Classics, Greek, or Latin****Graduate****450 Research and Thesis**

4 credits

**450a, 450b Research and Thesis**

4 or 8 credits

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**Classics in Translation****227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.

4 credits

*Matthew Dillon*

T Th 9:30–10:50 a.m.

**229a The Archaic Mind: Greece, 700-650 B.C.**

The foundations of the great Athenian enlightenment of the fifth century. Focus on texts presenting major political, ethical, and aesthetic developments. Selections from Hesiod, Homeric Hymns, Sappho, Archilochus, Solon, Pindar, and the preso-

cratic philosophers, to be considered in their intellectual and cultural contexts. (E)

4 credits

*Nancy Rubin*

T Th 1–2:50 p.m.

### 230b The Historical Imagination

An analysis of the theory and practice of historical writing in Greece and Rome with special attention to the historian's role as storyteller and artist, teacher and moralist. Authors to be read and discussed include Herodotus, Thucydides, Livy and Tacitus. (E)

4 credits

*John Kirby*

T Th 1–2:50 p.m.

### CLT 247b Studies in Comedy

CLT 330b The Problem Wife: Penelope, Helen, Clytemnestra

## The Major in Greek, Latin, or Classics

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Matthew Dillon.

Basis: in Greek, 111D; in Latin, 111 or 111Db; in Classics, Greek 111D, and Latin 111 or 111Db.

Requirements: in Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language in addition to the basis; in Classics, eight semester courses in the languages in addition to the basis and including not less than two in either language. In addition, all majors are required to take either one course in classics in translation, or some other course related to classical antiquity, subject to the department's prior approval.

## The Minor in Greek

**Director:** Lucinda Alwa.

**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history (HST 101a, 202a, 203b), Greek art (ART 211a, [215a], [310a]), ancient philosophy (PHI 124a), or classics in translation (CLS 227a, 229a, 230b, 247b, 330b). At least one course must be chosen from this category.

## The Minor in Latin

**Director:** John Kirby.

**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history (HST 101a, [204a], [205b]), Roman art (ART [205b], 212a, [315a]), or classics in translation (CLS 227a, 230b, 247b). At least one course must be chosen from this category.

## The Minor in Classics

**Advisers:** Members of the Department.

The requirements of the minor reflect the fact that a Classics concentration requires proficiency in both Greek and Latin languages and literatures. In view of this fact, a beginner might have to complete as many as four prerequisites, i.e., the elementary courses, to satisfy the requirements of this minor. The requirements are: six courses

two courses at or above the level of 212a in each language; one additional course at the 300 level in either language; the sixth course may be still another 300-level language course or a course related to classical antiquity either within or without the department, taken with the department's prior approval.

### **Honors in Greek, Latin, or Classics**

**Director:** Matthew Dillon.

### **501a Thesis**

8 credits

Requirements: the same as those for the major, with the addition of a thesis (501a), to be written in the first semester of the senior year; and an examination in the general area of the thesis.



# Interdepartmental Major in Comparative Literature

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\*\*Ann Rosalind Jones, Ph.D., Associate Professor and  
Director of the Comparative Literature Program (first semester)

## Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French and Comparative Literature)

Alice Rodrigues Clemente, Ph.D. (Spanish & Portuguese and Comparative Literature)

\*Hans Rudolf Vaget, Ph.D. (German and Comparative Literature)

Elizabeth Gallaher von Klemperer, Ph.D. (English)

## Associate Professors

Elizabeth Wanning Harries, Ph.D. (English and Comparative Literature)

Thalia Alexandra Pandiri, Ph.D. (Classics and Comparative Literature)

Alfonso Procaccini, Ph.D. (Italian)

Marilyn Schuster, Ph.D. (French and Comparative Literature), Director, second semester

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A comparative study of literature in two languages, one of which may be English.

### GLT 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy

(See p. 313), an interdepartmental course, it is a prerequisite for the senior seminar; students interested in Comparative Literature should take it as early as possible. Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 and freshmen with a high SAT or English achievement score may register for GLT 291.

Comparative Literature courses are not open to freshmen (except with the permission of the instructor). After the freshman year all second- and third-level courses are open to all students unless otherwise specified.

In all Comparative Literature courses readings and discussion are in English, but students are encouraged to read works in the original and to consult original texts whenever possible.

## Genre

### [223a The Written Self: Forms of Autobiography]

To be offered in 1987–88.

4 credits

### 247b Studies in Comedy

A survey of comic drama from its origins in Greece to the present day. The course will address questions of the comic mode (with a discursus on Rabelais), the formal development of comedy, and its relationship to contemporary politics and social mores.

Texts will be supplemented with readings in ancient and modern literary criticism.

Authors to be studied include Aristophanes, Plautus, Terence, Shakespeare, Molière, Shaw, Jarry, and Brecht.

4 credits

*Matthew Dillon (Classics)*

T Th 9:30–10:50 a.m.

### 275b The Epistolary Novel

The development of the novel written in letter form in France and England. Emphasis on the cultural practice of letter-writing

and the historical context in which the epistolary novel became popular; the formal parameters of the genre, its narrative patterns, recurring themes, characters and situations; the role the genre plays in shaping reading strategies and critical awareness. Authors include Mme. de Sévigné, Guilleragues, Montesquieu, Richardson, Smollet, Goethe, Laclos, Austen.

4 credits

*Janie Vanpée (French)*

T Th 1–2:50 p.m.

### 305a Studies in the Novel

Topic for fall 1986: Novels about Novels. A study of early and late "metafiction," narratives that call attention to their own story-telling processes and fictional status. The text as literary voyage, the author as character: liar, satirist, clown, moralist, self-analyzer, and seducer of the reader. Reading will include texts by Lucian, Rabelais, Sterne, Gide, Lessing, Drabble, Calvino.

4 credits

*Ann Jones*

T Th 11–11:50 a.m., extra hour to be arranged

### 305b Studies in the Novel

Topic for spring 1987: Politics and the Novel. An exploration of what happens to the novel when it explicitly confronts problems of class and ideology, the individual and the mass, oppression and resistance, historical change. And what happens to the reader if she does not share the novelist's politics? Fiction by Turgenev, Zola, Malraux, Thomas Mann, Camus, Schwarz-Bart, Hasek, Chinua Achebe, Norman Mailer, Solzhenitsyn, and others.

4 credits

*David Ball (French)*

M W F 9:20–10:30 a.m.

### 353a Sonnets and Sonnet Cycles

Tradition, translation, and transformation through the centuries, as seen in selected poets (Dante, Petrarch, Garcilaso, Camoëns, Góngora, Sidney, Shakespeare, Wordsworth, Yeats, and others). Exploration of variation in sonnet patterns and themes and of the structures of sonnet cycles.

4 credits

*Alice Clemente (Spanish and Portuguese)*

T Th 9:30–10:50 a.m.

## Period, Movement

### 222a Women Writing: Twentieth-Century Fiction

Explorations of twentieth-century fiction written in French and English by women. Focus on the tensions between stereotype and self-definition, convention and innovation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Hurston, Kingston, Morrison, Olsen, Rule, Walker, Woolf, Blais, Colette, Duras, and Wittig.

4 credits

*Marilyn Schuster (French)*

M W F 10:40–11:50 a.m.

### [238b Romanticism]

A comparative analysis of representative English, French, and German works written between 1770 and 1830. Emphasis on new forms and critical concepts, with some attention to the historical and artistic background. Authors studied may include Rousseau, Goethe, Novalis, Hoffman, Wordsworth, Coleridge, Hölderlin, Keats, Shelley, Lamartine. To be offered in 1987–88.

4 credits

### 244b Colonialism and Caribbean Identity

A study of Caribbean identity as expressed through literature. Exile, cultural and political identity, liberation and autonomy are examined in writing from Cuba, Jamaica, Martinique, Trinidad, Haiti, Guyana, Dominica, and Barbados.

4 credits

*Patricia Gonzalez (Spanish and Portuguese)*

M W F 10:40–11:50 a.m.

**258a Realism**

The aims and achievements of Realism in works by such nineteenth and early twentieth century writers as Balzac, Flaubert, Zola, George Eliot, James, and Joyce, with some attention to the difference between French and English Realism and to Realism in the visual arts.

4 credits

*Elizabeth von Klemperer (English)*

T 1–2:50 p.m., Th 1–1:50 p.m.; Th 2–2:50 p.m. at the option of the student.

**309a Arthurian Literature of the Middle Ages**

The historical Arthur and related early legends and tales as they originated in Britain, Ireland, and Brittany, and developed in romances proper in France, Germany, and Britain from the twelfth century through the fifteenth. Authors and anonymous works include *The Mabinogian*, various Irish sagas, Geoffrey of Monmouth, Chrétien de Troyes, Wolfram von Eschenbach, Gottfried von Strassburg, the *Gawain* Poet, *The Alliterative Morte Arthure*, Malory's *Morte D'Arthur*, and Arthurian ballads.

Enrollment limited to 25.

4 credits

*Vernon Harward (English)*

T Th 9:30–10:50 a.m.

**350b Renaissance Portraits**

A study of works by representative authors of the Renaissance with particular focus on the portrayal of ideals or models as aesthetic creations: the humanist, the courtier, the lover, the statesman, the hero, and the intellectual. Exploration of the biography, essay, treatise, and lyric as modes of self-reference. Authors include Petrarch, Castiglione, Marguerite de Navarre, Michelangelo, Leonardo, Machiavelli, Erasmus, Montaigne, and others.

4 credits

*Alfonso Procaccini (Italian)*

M 7:30–9:30 p.m.

**360b The Modernist Movement**

The revolution that transformed Western art and literature in the twentieth century;

the breakdown of traditional forms and the attempt to find new structures and images appropriate to our age. Literature of the Symbolist, Dada, Surrealist, Futurist, and Expressionist movements. Authors studied include Rimbaud, Mallarmé, Bely, Marinetti, Apollinaire, Akhmatova, Breton, Eliot, Artaud, Kokoshka, Woolf. Some consideration of pictorial art and the film, and of the present and future of Modernism.

4 credits

*Alexander Woronzoff-Dashkoff (Russian)*

M W F 2:10–3 p.m.

**Theme****250a Utopias and Dystopias: Imagining the Best and the Worst**

What do writers' images of an ideal society and its opposite tell us about the way they see their own world, and might see ours? How are such images constructed? How and why do they change through the ages? How do the social conditions in which writers live both limit and stimulate the utopian imagination? Such questions will be explored by considering works of More, Swift, Voltaire, Diderot, Zamyatin, Mayakovsky, Orwell, Le Guin, and others.

4 credits

*David Ball (French)*

M W F 9:20–10:30 a.m.

**287a Metamorphosis as a Motif in Western Literature**

A study of ways in which fantastic bodily change has lent itself to literary exploration. How does the victim sustain or surrender his claims to a past, a mind, and status as a person? Is the change in identity a disaster or a release? Does it challenge the similar claims we take for granted on our own behalf? Works by Homer, Ovid, Apuleius, Marie de France, Dante, Shakespeare, Kafka, Woolf, Angela Carter.

4 credits

*Ann Jones*

M 2:10–3 p.m., W 2:10–4 p.m.



**[295a The Imagination and the City]**

Interpretations of urban experience and the urban scene, especially London and Paris, by such writers as Balzac, Baudelaire, Dickens, Conrad, and James. Transformations of the city as labyrinth, wilderness, vision, and place of initiation as well as social and architectural fact. Occasional attention to the modern metropolis in visual art. To be offered in 1987–88.  
4 credits

**[324b Joan of Arc: Texts in Context]**

Joan of Arc—heroine, heretic, amazon, martyr, nationalist, Protestant, Catholic saint—who has she been and what has she meant at different moments and in different cultural contexts? A close examination of different embodiments of the Joan myth in historical texts, literature, music, film, and the visual arts as case studies in interpretation and in the creation of female types. To be offered in 1987–88.  
4 credits

**330b The Problem Wife: Penelope, Helen, Clytemnestra**

Penelope as the faithful wife and Helen and Clytemnestra as adulteresses exemplify two female types in ancient saga. How does each type serve as a shadow or double of the other? In what sense and to what extent does each heroine exhibit the potential to be the other? Homer's *Odyssey* will be studied in depth as it shapes subsequent fidelity/adultery literature. Other readings include Aeschylus, Euripides, Vergil, Tolstoy, Flaubert, Kate Chopin. Enrollment limited to 15.  
4 credits

*Nancy Rubin (Classics)*

T Th 9:30–10:50 a.m.

**361b The Faust Myth**

Since its emergence in the sixteenth century, the Faust myth has provided a focus for the critical examination of the desire for knowledge, power, and self-realization. What are the basic elements of this myth? How and why do Faust texts change from one culture and historical period to

another? What is the significance of the myth for an understanding of the intertextuality of literary works and the ways of the imagination? We will study Faust works in literature, opera, and film, by Marlowe, Goethe, Bulgakov, Mann, Berlioz, Gounod, Murnau, Clair, Szabo.  
4 credits

*Hans Vaget (German)*

Th 7:30–9:30 p.m.

**Critical Theory and Method****HSC 203a Perspectives in the History of Science**

Topic for 1986–87: The Technology of Reading and Writing.

**296a Proseminar: Contemporary Literary Theory**

The interpretation of literary texts of various genres by structuralist, psychoanalytic, Marxist, feminist, and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about the writing and reading of literature and about literature as a cultural formation. Readings from Lévi-Strauss, Jakobson, Freud, Benjamin, Macherey, Barthes, Derrida. Limited to juniors and seniors except by permission of the instructor.

4 credits

*Ann Jones*

T Th 3–4:50 p.m.

**340b Problems in Literary Theory**

A seminar required of senior majors in Comparative Literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291 and CLT 296a, or permission of the instructor.

4 credits

*Elizabeth Harries (English)*

W 7:30–9:30 p.m.

**301, 301a, 301b Special Studies**

Admission by permission of the instructor and director.

4 credits

The following courses outside the Comparative Literature Program may be of particular interest: AAS 201, 237, 348; CLS 227; ANT [234]; ENG 248; PHI 233; REL 245; IDP 219.

**The Major**

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a, ITL 226a, LTN 212b, RUS 231a, SPP 215a or 216a, or any one of the following French courses: 208a or b, 210a or b, 211b, 228b. FRN 219a or b may be counted as one of the three advanced courses in literature required for the Comparative Literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements for the major are 11 semester courses:

- (a) three Comparative Literature courses: one must deal with a period or movement, one a genre, and one a theme (only courses with a primary listing under Comparative Literature count as Comparative Literature courses);

- (b) three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (200-level courses in English, with the exception of 200a, 201b, 210b, may be counted toward the major). No foreign literature course in which the reading is assigned in English translation may be counted as a foreign language course toward the Comparative Literature major; and
- (c) CLT 296a and CLT 340b. (Note that GLT 291 is a prerequisite for 340b and should be taken as early as possible.)

**Honors**

**Director:** Ann Jones.

**501, 501a Thesis**

8 credits

Requirements: the same as those for the major, with the addition of a thesis (501a or 501), to be written in the first or both semesters of the senior year; an oral examination in the area of the thesis; and a written examination in Comparative Literature, drawing particularly on the literatures in which the student has done her advanced work.

## Interdepartmental Major and Minors in Computer Science

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### Professor

Bert Mendelson, Ph.D., *Director*

### Associate Professor

**\*\***Jane C. Hill, Ph.D.

### Assistant Professor

Merrie Bergmann, Ph.D.

### Lecturers

Patricia Gray Colson, M.Ed., M.S.

Richard T. Filoramo, M.S.

### Visiting Lecturer

Albert S. Woodhull, Ph.D.

Students who contemplate a major in Computer Science should elect 116a and 216b. Students who receive scores of 4 and 5 on the Advanced Placement test in Computer Science should not register for 115 or 116 and will not receive degree credit if they do.

### [105a Introduction to the Computer]

An introductory survey of Computer Science. One of the programming languages LOGO or Karel and structured program design. Algorithms, computer architecture, operating systems, theory, artificial intelligence, ethical and social considerations. Two hours lec./dis. and one hour lab. To be offered in 1987-88.

4 credits

### 115a, 115b Introduction to Computing and Computer Programming

Principles of structured programming and algorithm design. Files, arrays, procedures and parameters, block structure, sets, records, simulation, and searching and sorting. The language Pascal is used. Lecture, discussion, and laboratory.

4 credits

### *Members of the Department*

M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.;

M W F 10:40-11:50 a.m.; M W F 1-2 p.m.;

M W F 2:10-3:30 p.m.

### 116a Introduction to Computer Science

An intensive version of 115a or b. Recommended instead of 115a or 115b for students who plan to major in Computer Science. Students wishing to enter this course should consult with a member of the Computer Science faculty.

4 credits

*Richard Filoramo*

M W F 1-2 p.m.

### 201b Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example. Its assembly language will be studied in relation to the assembly languages of other computers, with attention to the dependence upon the physical design of the computer and the interface between the computer and the outside world, including laboratory applications. Prerequisite: 115a or b, or 116a, or permission of the instructor.

4 credits

*Merrie Bergmann*

M W F 3:10-4 p.m.

### MTH 210b Introduction to Numerical Methods



**215a, 215b Data Structures**

Formerly 212a, 212b. Various data structures such as lists, stacks, queues, trees, networks, and compound structures; data abstraction and primitive operations on these structures. Creation and analysis of algorithms to process these structures. The programming language Pascal is used. Prerequisite: 115a or b, and some college-level mathematics.

4 credits

*215a: Richard Filoramo*

M W F 8–9:10 a.m.

*215b: Patricia Colson*

M W F 10:40–11:50 a.m.

**216b Data Structures and Topics in Programming**

An intensive version of 215a or 215b. Recommended instead of 215a or 215b for students who plan to major in Computer Science. Prerequisite: 116a or equivalent.

4 credits

*To be announced*

M W F 1–2 p.m.

**240b Computer Graphics**

Graphics primitives. Hardware and packages. Interactive devices and techniques. Geometric transformations in two and three dimensions. Modeling and object hierarchies. Advanced topics as time permits. Prerequisite: 215a or b or 216b, MTH 201a or b.

4 credits

*Patricia Colson*

W 7:30–9:30 p.m.

**250a, 250b Foundations of Computer Science**

Set theory, algebra, logic, and combinational circuits; automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. (MTH 153a or b is recommended.)

4 credits

*250a: Jane Hill*

T Th 1–2:50 p.m.

*250b: Bert Mendelson*

M W F 2:10–3 p.m.

**252a Design and Analysis of Algorithms**

Complexity, recursion, difference equations, sorting, graph algorithms, intractable problems. Prerequisite: 215a or b, 250a or b, MTH 201a or b.

4 credits

*Joan Hutchinson (Mathematics)*

T Th 1–2:50 p.m.

**262a Introduction to Operating Systems**

Process management, problems of managing concurrent cooperating processes, memory management, input-output devices and file management. Prerequisite: 201b and 215a or b or 216b.

4 credits

*Merrie Bergmann*

M W F 1–2 p.m.

**[280a Topics in Programming Languages]**

The evolution of programming languages. Concerns of efficiency in FORTRAN, elegance in Algol-60, simplicity, block structured languages, modularity and data abstraction in Ada, list processing in LISP, object oriented languages, logic programming and principles of language design. Prerequisite: 215a or b or 216b, 250a or b, or permission of the instructor. To be offered in 1987–88.

4 credits

**290a Introduction to Artificial Intelligence**

Machine learning, issues of representation and control, LISP programming, search strategies, and applications. Prerequisite: 215a or b or 216b, 250a or b.

4 credits

*Jane Hill*

T Th 9:30–10:50 a.m.

**301a, 301b Special Studies**

For senior majors, by arrangement with the major adviser.

4 credits

**[330b Topics in Information Systems]**

Files and storage structures. The relational, hierarchical, and network models. Query languages, applications. Record management services. Relational algebra. Prerequisite: 215a or b or 216b and permission of the instructor. To be offered in 1987–88.

4 credits

**362b Systems Programming**

An introduction to the major aspects of systems programming; assemblers and loaders, compilers; major functions of operating systems, such as memory management, file systems, input-output, multi-programming, and privacy. Prerequisite: 262a, and permission of the instructor.

4 credits

*Richard Filoramo*

M W F 1–2 p.m.

**380a Advanced Topics in Programming and Languages**

Computational techniques and issues in the study of language. Grammatical descriptions of natural languages and parsing strategies; meaning and knowledge representations, applications. Prerequisites: 215a or b or 216b and 250a or b.

4 credits

*Merrie Bergmann*

M W F 3:10–4 p.m.

**[390b Seminar in Artificial Intelligence]**

Representation and notation, LISP, search strategies, control, communication and perception, applications. Prerequisite: 290a. To be offered in 1987–88.

4 credits

**394b Introduction to Translators and Compiler Design**

Grammars, lexical analysis, recursive descent parsing, bottom-up parsing, attributed grammars, code generation. Lecture and discussion. Prerequisite: 201b, 215a or b or 216b, 250a or b.

4 credits

*Bert Mendelson*

T Th 1–2:50 p.m.

**The Major**

**Advisers:** Michael Albertson (Mathematics), Merrie Bergmann, Patricia Colson, Bruce Hawkins (Physics), Jane Hill, Bert Mendelson, Charles Staelin (Economics).

**Basis:** CSC 115a or b, or 116a.

**Requirements:** 10 semester courses, not including the basis. Required courses: 201b, 215a or b or 216b, 250a or b, MTH 122a or b (effective with the class of 1988, replace MTH 122a or b with MTH 121a or b or equivalent and MTH 153a or b or the equivalent), MTH 201a, and one of the following: MTH 247a, ECO 280b, or PSY 303a. Four additional courses are required. (Prior to the class of 1990 one of the four may be outside the major. A partial listing of such courses will be available from the advisers). Beginning with the class of 1990 one of the four additional courses must be either CSC 252a or CSC 262a or CSC 280a. At least one computer science course must be at the advanced level.

**The Minor****1. Systems Analysis (6 courses)**

**Advisers:** Merrie Bergmann, Jane Hill, Bert Mendelson.

This minor is appropriate for a student with a strong interest in computer systems and computer software who would perhaps have chosen Computer Science as a second major before the minors were offered.

**Required Courses:**

- 201 Microcomputers and Assembly Language
- 215 Data Structures, or
- 216 Data Structures and Topics in Programming
- 262 Operating Systems
- 362 System Programming

One of:

[280 Programming Languages]

[330 Topics in Information Systems]

394 Introduction to Translators and Compiler Design

Prerequisite: CSC 115 or 116.

## 2. Computer Science and Language (6 courses)

**Advisers:** Merrie Bergmann, Jane Hill, Bert Mendelson.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required Courses:

215 Data Structures, or

216 Data Structures and Topics in Programming

250a or b Foundations of Computer Science

[280 Programming Languages]

394 Compiler Design

Two of:

PHI 236 Linguistic Structures

[PPY 221 Language]

[390b Seminar in Artificial Intelligence]

380a Advanced Topics in Programming and Languages

Prerequisite:

CSC 115 or 116

MTH 153 (for students who entered after fall 1984)

## 3. Mathematical Foundations of Computer Science (5 courses)

**Adviser:** Michael Albertson (Mathematics).

Theoretical Computer Science and Discrete Mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures

and the abstract data structures of Computer Science.

Required Courses:

215 Data Structures, or

216 Data Structures and Topics in Programming

250a or b Foundations of Computer Science

252 Design and Analysis of Algorithms  
MTH 253 Combinatorics and Graph Theory

MTH 303 Advanced Topics in Discrete Applied Mathematics

Prerequisites: CSC 115 or 116, MTH 153, 201.

## 4. Simulation and Modeling (6 courses)

**Advisers:** Michael Albertson (Mathematics), Charles Staelin (Economics).

This minor is provided for the student who is interested in the building of models to simulate large and/or complex systems, such as those found in economics, government, sociology, biology, astronomy, and other disciplines in the social and physical sciences.

Required Courses:

215 Data Structures, or

216 Data Structures and Topics in Programming

252 Design and Analysis of Algorithms  
MTH 210 Introduction to Numerical Methods

One of:

MTH 247 Statistics: Introduction to Regression Analysis

ECO 280 Econometrics

Two of:

ECO 229 Design of Models in Economic Analysis

BIO 341 Biology of Populations

AST 222 Galactic and Extragalactic Astronomy

or appropriate courses in other disciplines.

Prerequisites: CSC 115 or 116, MTH 121, 122, 201.



## Honors

**Director:** Jane Hill (first semester),  
Bert Mendelson (second semester).

Requirements: normally the requirements for the major and a thesis in the senior year. The specific program will be designed with the approval of the director.

## Five College Departmental Minor in Dance

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### Associate Professor

Susan Kay Waltner, M.S.

### Assistant Professor

Sharon Park Arslanian, M.A.

### Artist in Residence

Gemze de Lappe

### Visiting Lecturers

Clara Mora, M.F.A.

Allan Kinzie, M.F.A.

### Five College Lecturers

Jim Coleman, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Karen Dearborn, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Terese Freedman, B.A. (Visiting Artist in  
Residence, Mount Holyoke College)

Richard Jones, M.A. (Associate Professor,  
University of Massachusetts)

Spider Kedelsky, M.A. (Assistant Professor,  
Amherst College)

Daphne Lowell, M.F.A. (Assistant Professor,  
Hampshire College)

Rebecca Nordstrom, M.F.A. (Assistant  
Professor, Hampshire College)

Marilyn V. Patton, M.F.A. (Associate  
Professor, University of Massachusetts)

Peggy Schwartz, M.A. (Visiting Assistant  
Professor, Hampshire College)

Andrea Watkins, Ph.D. (Associate Professor,  
University of Massachusetts)

Hannah C. Wiley, M.A. (Associate Professor,  
Mount Holyoke College), *Chair*

### Teaching Fellows

Nora Ambrosio, B.A.

Darci Brown, B.F.A.

Charles Paquette, B.F.A.

Doris Ressler, B.A.

Holly Silva, B.S.

The Smith College Dance Department functions under the auspices of the Five College Dance Department. At Smith College there is no undergraduate dance major. Students may, however, major in theatre with an emphasis in dance. See Theatre Department.

The Five College Dance Department combines the dance faculty and programs of Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts at Amherst. The faculty operate as one professional group, coordinating their course offerings, performances, and services. The department provides a broad range of philosophical approaches to dance technique and theory and an opportunity for a variety of performance styles and experiences. Course offerings are com-

pletely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange, and student travel most effective. Complete course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department office.

### A. Theory Courses

Pre-registration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

**151a, 151b Elementary Dance****Composition: Improvisation**

Study and improvisational exploration of elements of dance such as time, space, weight, energy. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L.

4 credits

151a: *Jim Coleman*, Mount Holyoke,  
T Th 3–5 p.m.

151b: *Susan Waltner*, M W F 10:40–  
11:50 a.m.

**171a, 171b Dance in the Twentieth Century**

A survey of the principal influences on and directions of dance from 1900 to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, popular culture (urban folk dance, film, television, and Broadway stage, and Third World influences). Topic emphasis will be determined by the instructor.

4 credits

171a: Sec. A: *Shirley Scheer*, UMass, T Th  
12:20–2:15 p.m.

Sec. B: Mount Holyoke, M W F 8:30–  
9:50 a.m.

171b: *Susan Waltner*, T Th 9:30–10:50 a.m.

**181a Elementary Labanotation**

Introduction to Labanotation, a system for recording human movement. Study of symbols that indicate body parts, direction, level and timing for motion and gesture. Emphasis on reading dances and becoming familiar with notated works in a variety of styles. Prerequisite: one semester dance technique. Enrollment limited to 15.

4 credits

*Sharon Arslanian*

T Th 9:30–10:50 a.m.

**241b Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the

development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20.

4 credits  
*Terese Freedman*, Mount Holyoke  
To be arranged

**252a, 252b Intermediate Dance Composition**

Beginning principles of composition, including exploration of space, shape, and dynamics; basic forms; two-part, three-part, theme and variations, and rhythmic studies. Fundamental principles of composition in the balletic form, including traditional uses of stage space, study of various periods, themes, styles, patterns, designs. Prerequisite: 151a or b. L.

4 credits

252a: Sec. A: *Susan Waltner*,

T Th 3–4:50 p.m.;

Sec. B: *Peggy Schwartz*, Hampshire College  
M W F 1:20–2:50 p.m.

252b: Mount Holyoke, To be arranged

**[261b Analysis of Rhythm From a Dancer's Perspective]**

The study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, elements of composition (dancers will choreograph to specific compositional forms), communication between dancer and musician and music listening. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. To be offered in 1987–88.

4 credits

**272a History of Dance**

Primal Cultures, Traditional and Contemporary. An investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education.

4 credits  
*Spider Kedelsky*, Amherst College  
T Th 2–3:45 p.m.



**285a Laban Movement Analysis I**

Laban Movement is a system used to study qualitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating, and physically articulating dance movement. Prerequisite: one semester dance technique, or movement for theatre, or permission of instructor. Enrollment limited to 20.

4 credits

*Rebecca Nordstrom*, Hampshire College  
M W 3–5 p.m.

**301a, 301b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

4 credits

**342b Advanced Studies in Movement Analysis**

Lectures and readings will focus on the kinesiological principles underlying dance movement with emphasis on the causal implications of Newtonian precepts. Students will study dance movement by means of cinematographic, kinematic, and muscular analysis. Topics vary. L. Prerequisite: 241 or P. (E)

4 credits

*Hannah Wiley*  
To be arranged

**[353a], 353b Advanced Dance Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or P.

4 credits

353b: Hampshire College

**377a Advanced Studies in History and Aesthetics of Dance**

This course will explore a specific period, person, or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor and his or her expertise. Topic for 1986–87: History of Dance in the American Musical Theatre. L.

4 credits

*Gemze de Lappe*

T Th 9:30–11:50 a.m.

**377b Advanced Studies in Dance**

Topic for 1986–87: Philosophy of Dance.

4 credits

*Jim Coleman*, Mount Holyoke

To be arranged

**386b Laban Movement Analysis II**

Further exploration of the material introduced in Laban Movement Analysis I, including observation and notation of more complex movement, closer scrutiny of the relationship among effort, shape, and space theories, and the study of movement as it relates to varying spatial architecture.

4 credits

*Rebecca Nordstrom*, Hampshire College  
To be arranged

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**B. Studio Courses**

Studio courses receive 1 credit. Preregistration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to seniors and juniors. Normally students must take partial credit courses in addition to a full course load. No more than 8 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks.

**113a, 113b Modern Dance I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of loco-

motion. No previous dance experience required. L.

1 credit

113a: *Nora Ambrosio*, T Th 8–9:20 a.m.

113b: *Members of the Department*,

To be arranged

#### 114a, 114b Modern Dance II

For students who have taken Modern I or the equivalent. L.

1 credit

114a: *Doris Ressler*, T Th 1–2:30 p.m.

114b: *Members of the Department*,

To be arranged

#### 120a, 120b Ballet I

Introduction to fundamentals of classical balletic form; the understanding of correct body placement, positions of feet, head, and arms, and the development of elementary habits of movement applicable to the form. L.

1 credit

120a: Sec. I: *Holly Silva*, T Th 8–9:20 a.m.;

Sec. II: *Allan Kinzie*, M W 1–2:30 p.m.

120b: *Members of the Department*,

To be arranged

#### 121a, 121b Ballet II

An elaboration of the fundamentals of classical balletic forms; the understanding of correct body placement, positions of feet, head, and arms; and the continuing development of movement applicable to the form. L.

1 credit

121a: *Holly Silva*, T Th 1–2:30 p.m.

121b: *Members of the Department*,

To be arranged

#### 130a, 130b Jazz I

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

1 credit

130a: Sec. I: *Nora Ambrosio*, M W

8–10:30 a.m.;

Sec. II: *Darci Brown*, M W 1–2:30 p.m.

130b: *Members of the Department*,

To be arranged

#### [131a Jazz II]

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Dance performance attendance and dress code as required by individual instructor.

1 credit

#### 131b Jazz II

1 credit

*Members of the Department*

To be arranged

#### 135a Musical Theatre

1 credit

*Sharon Arslanian*

M W 8–10:30 a.m.

#### 136b Duncan Dance

1 credit

*Gemze de Lappe*

T Th 11–11:50 a.m.

#### 138a Flamenco Dance

1 credit

*Clara Mora*

M 7–10 p.m.

#### 215a Modern Dance III

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity). Prerequisite: 113a or b, minimum one year of modern dance study.

1 credit

215a: *Charles Paquette*, T Th 1–2:30 p.m.

215b: *To be announced*, T Th 1–2:30 p.m.

#### 216b Modern Dance IV

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. L.

1 credit

*Members of the Department,*

T Th 1–2:50 p.m.

### 222a Ballet III

A continued elaboration of ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength, and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Prerequisite: 121a or b. L.

1 credit

*Gemze de Lappe*

W F 8–10:30 a.m.

### 223b Ballet IV

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

1 credit

*Gemze de Lappe*

M W F 8–9:10 a.m.; M W F 3:10–4 p.m.

### 232a Jazz III

A further examination of jazz dance principles of polyrhythms, syncopation, and body isolations with an emphasis on more extended movement phrases and musicality. Dance performance attendance and dress code as required by individual instructor. L.

1 credit

*Spider Kedelsky*

M W 2:10–4 p.m.

### 233b Jazz IV

Emphasis on extended movement phrases, complex musicality, and development of jazz dance style. Dance performance attendance and dress code as required by individual instructor. L.

1 credit

*Sharon Arslanian*

To be arranged

### 317a Modern Dance V

Refinement of personal technical clarity and introduction to performance skills.

Musicality, interpretation, learning longer movement sequences. Permission/audition.

Prerequisite: 261a or b. L.

1 credit

*Susan Waltner*

W F 1–2:30 p.m.

### 318b Modern Dance VI

Further refinement of dance technique and performance skills. Permission/audition.

Prerequisite: 317a or b. L.

1 credit

*Susan Waltner*

W F 1–2:30 p.m.

### 324a Ballet V

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

1 credit

*Gemze de Lappe*

T Th 3–4:50 p.m.

### 325b Ballet VI

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

1 credit

*Gemze de Lappe*

T Th 3–4:50 p.m.

## C. Graduate

### M.F.A. Program

Adviser: Susan Waltner.

"P" indicates that permission of the instructor is required.



**400a, 400b Research and Thesis**

Production project.

4 credits

F 2:30–4 p.m.

**401a, 401b Special Studies**

4 credits

F 2:30–4 p.m.

**410a Theory and Practice of Dance IA**

Studio work in dance technique, including modern, ballet, and jazz. Eight to 10 hours of studio work. Weekly seminar: Non-Western Dance. P.

4 credits

*To be announced*

To be arranged

**410b Theory and Practice of Dance IB**

Studio work in dance technique. Weekly seminar: Dance Education. Prerequisite:

410a. P.

4 credits

*Members of the Department*

M 4–6 p.m.

**420a Theory and Practice of Dance IIA**

Studio work in dance technique. Weekly seminar: Non-Western Dance. Prerequisites: 410a and b. P.

4 credits

*To be announced*

M 4–6 p.m.

**420b Theory and Practice of Dance IIB**

Studio work in dance technique. Weekly seminar: Dance Education. Prerequisites: 410a and b, 420a. P.

4 credits

*Members of the Department*

M 4–6 p.m.

**440b History and Literature of Dance**

A review of available literature of dance and major dance writers. Prerequisite: two semesters of dance history.

4 credits

*Sharon Arslanian*

M W F 10:40–11:50 a.m.

**453a Choreography and Music**

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

4 credits

*Susan Waltner*

M W F 10:40–11:50 a.m.

There is no undergraduate dance major at Smith. However, students may major in theatre with an emphasis in dance. (See Theatre Department.)

**D. The Minor in Dance**

**Advisers:** Members of the Smith College Department of Dance.

Requirements: three core courses which provide experience in three areas of dance plus two or three additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and four studio dance classes (each studio worth one credit). Two or three elective courses may be chosen from 241, 252, 272, 273, 285, and 353. One of the elective courses may consist of four studio courses. It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

**E. Five College Courses**

Students should consult the Five College Dance course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance spring schedule, available at the Smith College Dance Department office and the Five College Dance Department office.

**Adviser:** Susan Waltner.

## Interdepartmental Minor in East Asian Studies

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### Advisers

Grace S. Fong, Assistant Professor of Chinese Language and Literature

Daniel K. Gardner, Associate Professor of History

Steven M. Goldstein, Professor of Government

Henry Li-Hua Kung, Associate Professor of Chinese Language and Literature

†Esperanza Ramirez-Christensen, Assistant Professor of Japanese Language and Literature

Marilyn Rhie, Professor of Art and East Asian Studies, *Director*

Taitetsu Unno, Professor of World Religions

Dennis Yasutomo, Five College Assistant Professor of Government

There is as yet no established major or program in East Asian Studies. However, students who seek advice about course offerings related to East Asia or who wish to design their own interdepartmental major in East Asian Studies may consult with the above advisers.

### HST 218b (C) Thought and Art in the Sung Dynasty

Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China (960–1279 A.D.). Prerequisite: one course in Chinese history or Chinese art. Enrollment limited to 20. (E)

4 credits

*Daniel Gardner (History)*

*Marilyn Rhie (Art and East Asian Studies)*

T 1–4 p.m.

### ANT 247a East Asian Societies (E)

#### 279a The Art and Culture of Tibet

Colloquium. The architecture, painting, and sculpture of Tibet are presented within their cultural context from the period of the first dynasty (7th century) through the rule of the Dalai Lamas to the present. Attention is given to regional characteristics, relationships with India and China, and the special importance of the Buddhist religion on all forms of Tibetan art and culture. (E)

4 credits

*Marilyn Rhie*

T 1–2:50 p.m.

### The Minor

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Eastern civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Eastern perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: the first year of Chinese or Japanese language (CHI 100D or JPN 100D) is a prerequisite for admission. The minor will consist of a total of six courses in the following areas:

- (1) Second-year Chinese or Japanese language (CHI 200 or JPN 200); and
- (2) Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
  - I. East Asian Art, Literature, Religion, or other humanities;

- II. East Asian History, Government,  
Economics, or other social sciences.

Division I:

- [ART 207a Oriental Art: China]  
ART 208a Oriental Art: Japan  
ART 375b Studies in Asian Art  
CHI 100D Elementary Chinese  
CHI 200 Intermediate Chinese  
CHI 250b Traditional Chinese Literature in Translation  
CHI 322 Modern Chinese (Advanced)  
CHI 324a Newspaper Chinese  
CHI 325b A continuation of 324a  
HST 218b Thought and Art in the Sung Dynasty  
JPN 100D Elementary Japanese  
JPN 200 Intermediate Japanese  
[JPN 250a The Classical Literary Tradition]  
[JPN 260b Modern Japan in Film and Fiction]  
JPN 300a,b Advanced Japanese  
REL 104a Eastern Religious Traditions  
[REL 110b Poetry as Contemplation]  
REL 271a Buddhist Thought I  
REL 274b Japanese Buddhism and Buddhist Art

- REL 371b Problems in Buddhist Philosophy. Topic for 1986-87: Philosophy as Metanoetics

Division II:

- GOV 226a The Government and Politics of Japan  
GOV 228b Chinese Politics  
[GOV 343b Seminar on Foreign Policy of the Chinese People's Republic]  
GOV 349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan  
HST 211a The Emergence of China  
HST 212b East Asia in Transformation, A.D. 900 to c. 1850  
HST 213b Aspects of Chinese and Japanese History  
HST 214a Aspects of Chinese History Topic for 1986-87: Confucianism in Chinese Society  
HST 218b Thought and Art in the Sung Dynasty  
[HST 317b Topics in Chinese History]



## Departmental Major and Minor in Economics

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### Professors

\*\*Kenneth Hall McCartney, Ph.D.  
Robert T. Averitt, Ph.D.  
\*\*Frederick Leonard, Ph.D.  
Mark Aldrich, Ph.D.  
Cynthia Taft Morris, Ph.D.  
Andrew Zimbalist, Ph.D., *Chair*

### Associate Professors

Randall Bartlett, Ph.D.  
Charles P. Staelin, Ph.D.  
Robert Buchele, Ph.D.  
Susan B. Carter, Ph.D.  
Karen Pfeifer, Ph.D.  
Roger T. Kaufman, Ph.D.

### Assistant Professors

Thomas A. Riddell, Ph.D.  
\*\*Nola Reinhardt, Ph.D.

\*Elizabeth Savoca, Ph.D.  
†Stuart S. Brown, Ph.D.  
Deborah Haas-Wilson, Ph.D.  
Gail Adams, Ph.D.  
Jean Pyle, Ph.D.

### Lecturer

Mahnaz Mahdavi, M.A.

### Visiting Lecturers

<sup>2</sup>Claes Brundenius, Ph.D.  
<sup>1</sup>Stephen Cullenberg, M.A.  
<sup>1</sup>Pieter Elgers, D.B.A.  
<sup>1</sup>Richard Asebrook, Ph.D.  
<sup>2</sup>Douglas Vickers, Ph.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take 250, 253, and SSC 190 as soon after the introductory courses as possible.

## A. General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand, and an analysis of contemporary economic problems.

4 credits

*Mark Aldrich, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; M W F 2:10–3 p.m.; T Th 8–9:10 a.m.; T Th 9:20–10:30 a.m.; T Th 1–2:10 p.m.; T Th 3–4:10 p.m.

### 150b A repetition of 150a

4 credits

*Mark Aldrich, Director; Members of the Department*

M W F 8–8:50 a.m.; M W F 10:40–11:30 a.m.; M W F 2:10–3 p.m.; M W F 3:10–4 p.m.; T Th 9:30–10:40 a.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.; T Th 3–4:10 p.m.

### 153a Introductory Macroeconomics

Major determinants of inflation, unemployment, and the potential standard of living in the United States.

4 credits

*Robert Averitt, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 10:40–11:30 a.m.; M W F 2:10–3 p.m.; M W F 3:10–4 p.m.; T Th 8–9:20 a.m.; T Th 9:30–10:40 a.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.

**153b A repetition of 153a**

4 credits

*Robert Averitt, Director; Members of the Department*

M W F 8–8:50 a.m.; M W F 9:20–10:10 a.m.;

M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.;

T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.;

T Th 1–2:10 p.m.; T Th 3–4:10 p.m.

**SSC 190a, 190b Introduction to Statistics for Social Scientists**

See Interdepartmental and Extradepartmental Course Offerings.

**223a, 223b Principles of Accounting**

Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. May not be used to satisfy the minimum course requirement for the major. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores, Five College students, and Smith freshmen in that order.

4 credits

*Pieter Elgers, Richard Asebrook*

T Th 3–4:50 p.m.

**227b Mathematical Economics**

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statistics and optimization problems. Prerequisites: MTH 121, ECO 153, and 150 (may be taken concurrently).

4 credits

*Gail Adams*

T Th 9:30–10:40 a.m.

**229b The Design of Models in Economic Analysis**

A study of the construction, use, and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation, public policy analysis in such areas as environmental protection and urban decay, the limits to growth, and the study of complex organizations. Emphasis on "hands on"

modelling using the computer. No prior computer experience is required. Enrollment limited to 25. Prerequisites: 250a or b, 253a or b, SSC 190a or b, and MTH 121a or b, or permission of the instructor.

*Charles Staelin*

T Th 1:30–2:40 p.m.

**B. Economic Theory****250a Intermediate Microeconomics**

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures, and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system examined. Prerequisite: 150.

4 credits

*Cynthia Taft Morris*

M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.

**250b A repetition of 250a**

4 credits

*Deborah Haas-Wilson*

Lec. M W F 9:20–10:10 a.m.;

dis. M W F 2:10–3 p.m.

**253a Intermediate Macroeconomics**

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

4 credits

*Fred Leonard*

Lec. M W F 9:20–10:10 a.m.; dis. W F 10:40–11:30 a.m., F 1–1:50 p.m.

**253b A repetition of 253a**

4 credits

*Roger Kaufman*

Lec. M W F 10:40–11:30 a.m.; dis. W F 1–1:50 p.m.; F 9:20–10:10 a.m.

**256a Marxian Political Economy**

Fundamentals of the Marxian theory of historical materialism, value and surplus value,

accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. 4 credits

*Steven Cullenberg*

T Th 3–4:20 p.m.

### **270b History of Economic Thought**

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

4 credits

*Robert Averitt*

M W F 2:10–3 p.m.

### **280a Econometrics**

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: ECO 150, ECO 153, and SSC 190 or MTH 247.

4 credits

*Robert Buchele*

T Th 9:30–10:40 a.m.

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## **C. The American Economy**

### **215a Industrial Organization**

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures, and antitrust law. Prerequisite: 250.

4 credits

*Deborah Haas-Wilson*

T Th 9:30–10:40 a.m.

### **220a Labor Relations and Public Policy**

The development of the American labor movement and public policy governing labor relations and collective bargaining in the U.S. Current developments in labor relations and problems facing the American labor movement. Prerequisites: 150 and 153. Recommended background: SSC 190 or MTH 247.

4 credits

*Robert Buchele*

T Th 1–2:10 p.m.

### **222b Women's Labor and the Economy**

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women in the professions, women and poverty, and the economics of child care. Strategies for improving women's economic options.

Prerequisite: 150.

4 credits

*Susan Carter*

T Th 1–2:10 p.m.

### **224a Environmental Economics**

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150a or b.

4 credits

*Mark Aldrich*

T Th 8:10–9:20 a.m.

### **225a Political Economic Analysis**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200b.

4 credits

*Randall Bartlett*

M W F 3:10–4 p.m.



**230b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Prerequisites: 150 and 153.

4 credits

*Randall Bartlett*

M W F 10:40–11:30 a.m.

**243b Economics of the Public Sector**

The role of the public sector as a direct participant in market activities; its implication for allocation, distribution, and stabilization. Analytic tools developed in the course applied to contemporary policy problems. Prerequisite: 250 or permission of the instructor.

4 credits

*Thomas Riddell*

T Th 3–4:10 p.m.

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 121, and SSC 190.

4 credits

*Douglas Vickers*

T Th 3–4:10 p.m.

**[PPL 255a Education and Public Policy]****PPL 265a Water and Policy: Sources, Uses, and Social Control****275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253.

4 credits

*Robert Averitt*

M W F 2:10–3 p.m.

**283a American Economic History: Colonial Times to 1870**

Economic change in the United States including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy, and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150a or b and 153a or b.

4 credits

*Susan Carter*

M W F 10:40–11:30 a.m.

**285b American Economic History: 1870–1950**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153.

4 credits

*Mark Aldrich*

M W F 9:20–10:10 a.m.

**290a Economics of Defense**

The history, institution, operation, and effects of the defense economy in the United States, with a focus on the period since World War II. An examination of U.S. military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on the United States economy. Prerequisites: 150 and 153.

4 credits

*Thomas Riddell*

M W F 9:20–10:10 a.m.

### 315a Seminar: The Economics of Regulation

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective.  
Prerequisite: 250.

4 credits

*Deborah Haas-Wilson*

Th 1–2:50 p.m.

### 317a Law and Economics

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety, and evolution of property rights; the problems of common pool resources including the oceans; the economics of tort, liability, and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250.

4 credits

*Charles Staelin*

M 7:30–9:30 p.m.

### 326b Seminar: Topics in Macroeconomic Theory

Special topics in modern macroeconomic theory, including the effects of government deficits on capital accumulation, modern theories of unemployment and inflation, and their welfare costs. Emphasis on both theoretical and empirical findings.  
Prerequisite: 253.

4 credits

*Elizabeth Savoca*

Th 7:30–9:30 p.m.

### 341a Seminar: Economics of Medicine

An examination of current economic issues in the health-care field, including costs of medical care, structure of the medical-care industry, utilization of medical services, and the role of medical insurance.

Prerequisite: 250.

4 credits

*Roger Kaufman*

T Th 3–4:50 p.m.

## D. International and Comparative Economics

### 201b Problems of the Modern Economy

Topic for 1986–87: Political Economy of Development in Central America. Recommended background: 211.

4 credits

*Claes Brundenius*

M 7:30–9:30 p.m.

### 205a International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of factors of production throughout the world economy. Topics include the pure theory of international trade, the development of the postwar world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations, and the prospects for the New International Economic Order.

Prerequisite: 250.

4 credits

*Charles Staelin*

M W F 8:20–9:10 a.m.

### 206b International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system, its past crises, and current prospects. Prerequisite: 253.

4 credits

*Mahnaz Mahdavi*

T Th 9:30–10:40 a.m.

### 207b The Early Development of Capitalism in Europe

The nature and concept of capitalism. Economic structure and change in Europe at the end of the Middle Ages. The expansion of trade and the growth of towns. Agricul-

tural change and population growth in the transition from feudalism to capitalism. The expansion of commercial capitalism and the economic crises of the sixteenth and seventeenth centuries. Protoindustrialization and the transformation of rural economies in the eighteenth century. The "European Miracle" or why industrial capitalism came to Europe first. Prerequisites: 150 and 153.

4 credits

*Cynthia Taft Morris*

T Th 1-2:20 p.m.

### [208b European Economic History]

Covers the industrial revolutions of North-western Europe; the causes of economic backwardness and uneven growth in Eastern and Southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150 and 153 or permission of the instructor. To be offered in 1987-88.

4 credits

### 209a Comparative Economic Systems

A survey of various market and planned economies including the Soviet Union, Cuba, Sweden, Japan, Eastern Europe, France, and China. Analytical emphasis on the distinction between planned and market economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153.

4 credits

*Jean Pyle*

T Th 9:30-10:40 a.m.

### 211a Economic Development

The economics of underdeveloped countries. Orthodox and Marxist theories of underdevelopment and development. An overview of current economic issues and development strategies for the Third World. Prerequisites: 150 and 153, or permission of the instructor.

4 credits

*Mahnaz Mahdavi*

M W F 2:10-3 p.m.

### [ANT 236b Economic Anthropology]

#### 305b Seminar: International Economics

Special topics in international trade and commercial policy. Prerequisite: 205 or permission of the instructor.

4 credits

*Charles Staelin*

Th 3-4:50 p.m.

#### 309b Seminar: Topics in Comparative Economic Systems

An examination of the economic systems of Cuba and Japan. Prerequisites: 250 or 253; 209 or 211.

4 credits

*Andrew Zimbalist*

T 3-4:50 p.m.

#### 310b Seminar: Analysis of Economic Problems

Topic for 1986-87: The Political Economy of African Development. Recommended background: 211.

4 credits

*Jean Pyle*

T 1-2:50 p.m.

#### 311b Seminar: Topics in Economic Development

A continuation of 211a. Treats special topics in the dynamics of growth and distributive justice, theories and strategies of institutional change, and problems of development planning in underdeveloped countries. Prerequisites: 150, 153, and 211, or permission of the instructor.

Recommended: 250.

4 credits

*Cynthia Taft Morris*

W 7:30-9:30 p.m.

#### 318a Seminar: Latin American Economics

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 150, 153, and 211, or permission of the instructor. Recommended background: 205 and 206.



4 credits

*Nola Reinhardt*

W 7:30–9:30 p.m.

### 301, 301a, 301b Special Studies

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

4 credits

## The Major

**Advisers:** Robert Averitt, Randall Bartlett, Stuart Brown, Robert Buchele, Susan Carter, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Nola Reinhardt (first semester); Andrew Zimbalist (second semester).

Basis: 150 and 153.

Requirements:

1. SSC 190 or MTH 247.
2. Nine semester courses including the basis, 250, and 253. Neither 223 nor SSC 190 may be used to satisfy the minimum of nine semester courses in economics.

Economics credit will be given for Public Policy courses when taught by a member of the Economics Department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington semester internship program in Economics through American University. See Thomas Riddell for more information.

Majors may also participate in the Jean Picker Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the Government major.

## The Minor

**Advisers:** Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (ECO 150 and 153) and either ECO 250 or 253. Any economics courses except 223 and 190 may be included in the remaining three. Crediting procedures are the same as for the major.

## Honors

**Director:** Roger Kaufman.

Basis: 150 and 153.

### 501a Thesis

8 credits

Requirements: 10 semester courses including the basis, SSC 190 or MTH 247, 250, 253, and a thesis counting for 8 credits. The thesis must be submitted to the director by the first day of the second semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

## Departmental Major and Minor in Education & Child Study

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### Professors

Lawrence A. Fink, Ed.D.  
Seymour William Itzkoff, Ed.D.  
Raymond A. Ducharme, Jr., Ed.D.

### Associate Professors

Alan L. Marvelli, Ed.D.  
Sue J. M. Freeman, Ph.D.  
Alan N. Rudnitsky, Ph.D., *Chair*

### Assistant Professor

\*\*Cathy Hofer Reid, Ph.D.

### Visiting Assistant Professor

Nicholas B. Paley, Ph.D.

### Lecturers

John Joseph Feeney, M.Ed.  
Gordon L. Noseworthy, Ed.D.

<sup>2</sup>Patricia M. MacLachlan, B.A., Secondary  
Education & English  
<sup>3</sup>Karen Tarlow, D.M.A.

### Lecturer and Practice Teaching Supervisor

Barbara Fink, M.A.

### Practice Teaching Supervisor

Martha Batten, M.Ed.

### Teaching Fellows

Elizabeth Clark, A.B.  
Kelli L. Connelly, B.A.  
Sarah A. Fagerburg, B.A.  
Mardi Hudson, A.B.  
Eunice E. Johnson, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary schools, including an *Approved Program* for interstate reciprocity, or with requirements for certificates in public secondary schools are urged to consult the department as early as possible during their college career.

## A. Historical and Philosophical Foundations

### 120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education.

4 credits

*Raymond Ducharme*

T Th 9:30–10:50 a.m.

### 121a Foundations of Education

The educational ideals and goals of the Romans. The rise and decline of a great

civilization. Study of the life and times of Hadrian, Marcus Aurelius, Augustine, and others.

4 credits

*Seymour Itzkoff*

M W F 2:10–3 p.m.

### 122b Foundations of Education

The Western conception of the educated person. Influence of Rousseau, Marx, Dewey, and others in the modern tradition in schooling and society.

4 credits

*Seymour Itzkoff*

M W F 2:10–3 p.m.

### 200b Education in the City

Education problems of the inner city considered in the context of schools, teachers, students, and community.

4 credits

*Nicholas Paley*

T Th 8–9:20 a.m.

**234b Modern Problems of Education**

The politicization of education. Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, freedom, values, and the state.

4 credits

*Seymour Itzkoff*

M W F 1–2 p.m.

**236a American Education**

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

4 credits

*Nicholas Paley*

T Th 8–9:20 a.m.

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## B. The Educational Process

**232b Foundations of Secondary Education**

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen.

4 credits

*Nicholas Paley*

Th 3–4:50 p.m.

**235a, 235b Child and Adolescent Growth and Development**

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings.

4 credits

a: *Cathy Hofer Reid*

T Th 9:30–10:50 a.m.

b: *To be announced*

T 1–2:50 p.m., Th 1–2 p.m.

**238a Educational Psychology**

The application of psychological principles of development, motivation, and learning to contemporary educational problems.

4 credits

*Alan Rudnitsky*

M W F 9:20–10:30 a.m.

**239b Educational Counseling and Guidance**

Study of various theories of counseling and their application to children and adolescents in educational settings.

4 credits

*Sue Freeman*

M W F 10:40–11:50 a.m.

**248a Special Education**

A study of current ideas and trends in the educational, political, and social community of the exceptional child. Focus on issues and methodology that transcend specific disabilities. Observations in various settings.

4 credits

*Sue Freeman*

M W F 10:40–11:50 a.m.

**332b Children's Literature**

An historical and critical overview of books written since the fifteenth century for young readers, with special emphasis on the distinctive genres. Attention to developing literary styles, the relationship of art/text, and the milestone books, authors, and illustrators. Admission by permission only. Not open to freshmen.

4 credits

*Patricia MacLachlan*

Th 7:30–9:30 p.m.

**333b Computers in Education**

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO. Admission by permission of the instructor.

4 credits

*Alan Rudnitsky*

Lec. M W 3:10–4 p.m.; two hrs. lab.



**338a The Reading Process**

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs.

4 credits

*Seymour Itzkoff*

M 7:30–9:30 p.m.

**339b Diagnosis and Remediation of Reading Disabilities**

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness.

4 credits

*Sue Freeman*

W 7:30–9:30 p.m.

**341a The Child in Modern Society**

The place of the child in society; a study of the interactions of children and adolescents with social and educational systems.

4 credits

*Cathy Hofer Reid*

T Th 11–11:50 a.m.

**347a Individual Differences in the Schools**

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required.

4 credits

*Sue Freeman*

Th 1–2:50 p.m.

**349b Children Who Cannot Hear**

Educational, social, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.

4 credits

*Alan Marvelli*

T Th 9:30–10:50 a.m.

**350b Learning Disabilities**

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems.

4 credits

*Sue Freeman*

Th 1–2:50 p.m.

**353b Education of the Gifted**

What is giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted.

4 credits

*Seymour Itzkoff*

W 7:30–9:30 p.m.

**356b Curriculum Principles and Design**

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor.

4 credits

*Alan Rudnitsky*

M 7:30–9:30 p.m.

## C. The Following Courses Offer Opportunities for Intern Teaching

**[305a The Teaching of Art]**

Methods and materials for teaching visual arts in the elementary classroom. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years. To be offered in 1987–88.

4 credits

**PHY 311a, 311b The Teaching of Physics**

**316b The Teaching of Music**

Methods and materials, K–12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years.

4 credits

*Karen Tarlow*

Th 3–5 p.m.

**345 Preschool and Elementary Curriculum and Methods**

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Pre-registration meeting scheduled in April.

8 credits

*Cathy Hofer Reid, Alan Rudnitsky, Martha Batten, and Members of the Department*

T 3–4:50 p.m.

**346a, 346b Curriculum and Methods in Secondary Schools**

Two class hours and the practicum for secondary teaching. Recommended background: 232b. Admission by permission of the instructor.

4 credits

*Lawrence Fink*

To be arranged

**381a The Teaching of History and the Social Studies**

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor.

4 credits

*Lawrence Fink*

To be arranged

**D. Seminars and Special Studies****301a, 301b Special Studies**

4 credits

[323a Seminar in Humanism and Education]

To be offered in 1987–88.

4 credits

**336b Seminar in American Education**

Topic for 1986–87: Classics in Education: John Dewey.

4 credits

*Nicholas Paley*

To be arranged

**340b A colloquium integrating Fields**

A and B: Historical and Philosophical Perspectives and the Educative Process. Open only to senior majors.

4 credits

*Lawrence Fink*

Th 3–5 p.m.

**E. Graduate**

**Advisers:** Members of the Department.

**400, 400a, 400b Research and Thesis**

4 credits

*Members of the Department*

**401a, 401b Advanced Studies**

Open to seniors by permission of the department.

4 credits

*Members of the Department*

**440a Research in Education**

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor.

4 credits

*Alan Rudnitsky*

Th 7:30–9:30 p.m.

#### **452a Perspectives on American Education**

Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees.

4 credits

*Raymond Ducharme*

Th 3–4:50 p.m.

#### **[454b Cognition and Instruction]**

A seminar focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor.

To be offered in 1987–88.

4 credits

#### **459a, 459b Intern Teaching**

4 credits

*Members of the Department*

### **The Major**

**Director of Teacher Education:** Alan Rudnitsky.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff.

Requirements: 10 semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course; and 340b taken in the senior year.

Students may elect to major without a practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

### **The Minor**

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) are elective. The specific courses taken by a student are worked out with a faculty adviser.

#### **(a) Special Needs**

**Advisers:** Sue Freeman, Alan Marvelli.

- |          |   |
|----------|---|
| EDC 248a | Special Education                                     |
| EDC 339b | Diagnosis and Remediation of Reading Disabilities (e) |
| EDC 347a | Individual Differences in the Schools (e)             |
| EDC 349b | Children Who Cannot Hear (e)                          |
| EDC 350b | Learning Disabilities (e)                             |
| EDC 353b | Education of the Gifted (e)                           |

#### **(b) Child Development/Early Childhood**

**Advisers:** Cathy Hofer Reid, Sue Freeman.

- |          |   |
|----------|---|
| EDC 341a | The Child in Modern Society (e)                     |
| EDC 345  | Preschool and Elementary Curriculum and Methods (e) |
| EDC 347a | Individual Differences in the Schools (e)           |

#### **(c) Learning and Instruction**

**Advisers:** Alan Rudnitsky, Cathy Hofer Reid.

- |          |   |
|----------|---|
| EDC 232b | Foundations of Secondary Education (e)              |
| EDC 333b | Computers and Education (e)                         |
| EDC 338a | The Reading Process (e)                             |
| EDC 345  | Preschool and Elementary Curriculum and Methods (e) |



- EDC 356 Curriculum Principles  
and Design (e)  
EDC 440a Research in Education  
(e)  
[EDC 454b Cognition and  
Instruction (e)]

#### (d) Secondary Teaching

**Advisers:** Raymond Ducharme, Lawrence Fink.

- EDC 232b Foundations of  
Secondary Education  
EDC 346 Curriculum and  
Methods in Secondary  
Schools  
EDC 301 Special Studies  
(student teaching)  
EDC 347a Individual Differences  
in the Schools (e)  
One course from Field A (e)

#### Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

#### Honors

**Director:** Cathy Hofer Reid (first semester)  
Sue Freeman (second semester)

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

Requirements: those listed in the major; thesis (501, 501a) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

## Interdepartmental Minor in Engineering

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Director of the Dual Degree Programs in  
Liberal Arts and Engineering:  
Elaine Henshon, M.S.

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### The Minor

Emphases in the Minor:

#### Chemical Engineering

**Adviser:** Kenneth Hellman (Chemistry).

Limited to majors in Chemistry or Physics. It is appropriate for a student with an interest in the application of chemistry. This minor will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 202.

Requirements: at Smith: CHM 102a and b; PHY 115a and b; and MTH 205a. At UMass: CHE 225, CHE 226, plus either CHE 325 or CHE 330.

#### Computer Engineering

**Adviser:** Patricia Colson (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 115 or CSC 116a; MTH 122, and MTH 153.

Requirements: at Smith: PHY 115a and b; and CSC 201b. At UMass: ECE 211, ECE 214, and ECE 221.

#### Electrical Engineering

**Adviser:** Patricia Colson (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a and b; and MTH 122.

Requirements: any two at Smith of: PHY 214b, PHY 224a or MTH 202a or b. At UMass: ECE 211, ECE 212, and ECE 214.

#### Industrial Engineering and Operations Research

**Adviser:** Deborah Haas-Wilson (Economics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 122; MTH 201; and ECO 150.

Requirements: at Smith: CSC 115a or b, or CSC 116a; and MTH 246a; plus either MTH 247a or ECO 280a. At UMass: IEOR 479 and IEOR 480; plus one additional approved IEOR course.

#### Mechanical Engineering

**Adviser:** Bruce Hawkins (Physics).

This minor will be pursued by the physics major who will be pursuing a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework. Prerequisites: PHY 115a and b; and MTH 202.

Requirements: at Smith: PHY 220a; and MTH 222a. At UMass: ME 211, ME 230, and ME 340.

For additional information about the Dual Degree Programs, see page 18



# Departmental Major and Minor in English Language & Literature

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## Professors

Vernon Judson Harward, Jr., Ph.D.

†Paul Pickrel, Ph.D.

\*\*Francis Murphy, Ph.D., Litt. D. (Hon.)

William Hoover Van Voris, Ph.D.

Elizabeth Gallaher von Klemperer, Ph.D.

\*Harold Lawrence Skulsky, Ph.D.

Dean Scott Flower, Ph.D., *Chair*

\*\*Ronald Russell Macdonald, Ph.D.

Richard Millington, Ph.D.

R. Craig Davis, Ph.D.

Michael Gorra, Ph.D.

Gillian Kendall, Ph.D.

Deborah Linderman, Ph.D.

(English Language & Literature and  
Film Studies)

## Associate Professors

Joan Maxwell Bramwell, M.A.

Margaret L. Shook, Ph.D.

†Nora Crow Jaffe, Ph.D.

†William Allan Oram, Ph.D.

Elizabeth Wanning Harries, Ph.D.

(English and Comparative Literature)

Susan R. Van Dyne, Ph.D.

Jefferson Hunter, Ph.D.

Douglas Lane Patey, Ph.D.

Charles Eric Reeves, Ph.D.

## Lecturers

Leah Glasser, Ph.D.

<sup>1</sup>Nancy Hopkin, B.A.

Patricia Sweetser, Ph.D.

Ann Edwards Boutelle, Ph.D.

## Visiting Lecturers

Sharon Cadman Seelig, Ph.D.

Margaret Jane O'Brien, Ph.D.

<sup>2</sup>Susan Snively, Ph.D.

## Adjunct Lecturer

Elizabeth Loudon, M.A., M.F.A.

## Assistant Professors

Patricia Lyn Skarda, Ph.D.

Joan H. Garrett-Goodyear, Ph.D.

Students contemplating a major in English must take as the basis either ENG 207 or GLT 291. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. Any student may receive credit for only two colloquia.

ENG 111 may be repeated but only with a different instructor and with the permission of the director.

Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for ENG 111.

## Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken the first semester. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the freshman level, no student will be admitted to a section until she has applied at the English Office, Wright Hall 102, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

For writing courses which may be counted toward the major, see Requirements for the Major.

### 111a Forms of Writing

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration.  
4 credits

*Patricia Skarda, Director*

M W F 8:20–9:10 a.m.; M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.; M W F 1–2 p.m.; M W F 2:10–3 p.m.; T Th 9:30–10:50 a.m.; T Th 1–2:50 p.m.

### 111b A repetition of 111a

4 credits

*Vernon Harvard, Director*

M W F 9:20–10:10 a.m.; M W F 2:10–3 p.m.; T Th 1–2:50 p.m.

### 112a Writing for Foreign Students

A course in English composition for students whose native language is not English, designed to develop skills of coherent argument, clear writing, and accurate reading. Limited to 15 students.

4 credits

*Elizabeth Loudon*

M W F 8:20–9:10 a.m.

### 112b A repetition of 112a

4 credits

*Elizabeth Loudon*

M W F 8:20–9:10 a.m.

### AMS 250a Writing about American Social Issues

### 258a Advanced Essay Writing

Dean Flower, Director

4 credits

#### A. Writing for Writers

A writer's group designed to encourage proficient students to look at their own and others' essays

as works of art. Expertise in mechanical matters to be assumed from the start.

*Patricia Sweetser, T 3–4:50 p.m.*

*Ann Boutelle, M 7:30–9:30 p.m.*

### 258b Advanced Essay Writing

Dean Flower, Director

4 credits

#### A. Writing for Writers

A repetition of 258a

*Joan Garrett-Goodyear, W F 10:40–11:50 a.m.*

*Patricia Skarda, Th 3–4:50 p.m.*

**B. Advanced Essay Writing: Writing about Film.** This section has the same general objectives as the others, except that the focus is on various kinds of writing about film: reviewing, analysis, criticism.

Weekly viewing of films.

*Dean Flower, T Th 3–4:10 p.m.*

### 260a Writing Poetry

Admission by permission of the instructor.

4 credits

*William Van Voris*

M 7:30–9:30 p.m.

### 260b Writing Poetry

Admission by permission of the instructor.

4 credits

*Susan Snively*

W 7:30–9:30 p.m.

### 261a Writing Short Stories

Admission by permission of the instructor.

4 credits

*Dean Flower*

T 3–4:50 p.m.

### 261b Writing Short Stories

Admission by permission of the instructor.

4 credits

*To be announced*

To be arranged

## First-Level Courses in Literature

### 120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Recommended for freshmen and sophomores. Joan Bramwell, Director.  
4 credits

#### A. Fiction

A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf.

*Craig Davis, Sharon Seelig, Joan Bramwell, Gillian Kendall, Margaret Shook*

M W 8–9:10 a.m.; M W F 9:20–10:30 a.m.; M W F 1–2 p.m.; M W F 2:10–3 p.m.; T Th 1–2:50 p.m.

#### B. Short Poems: An Introduction to Poetry

Study of the elements of lyric poetry, with emphasis upon such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets.

*Elizabeth von Klemperer*

T Th 9:30–10:50 a.m.

#### C. The Gothic in Literature

Terror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century.

Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James.

*Patricia Skarda*

M W F 9:20–10:30 a.m.

#### D. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence.

*Joan Garrett-Goodyear*

M W F 1–2 p.m.

#### E. Comic Drama

Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

*William Van Voris*

M W F 10:40–11:30 a.m.

#### F. Film and Literature

A comparative study, with special emphasis on questions of narrative form. Problems in twentieth-century art, politics, and culture addressed through films by Eisenstein, Chaplin, Welles, Fellini, Bergman, Antonioni, and Godard, in conjunction with various modern texts. There will be a fifteen dollar laboratory fee. Viewing times at T 3–4:50 p.m. and Th 7:30–9:30 p.m.

*Deborah Linderman, Elizabeth von Klemperer, Michael Gorra, Richard Millington*

Sections at M W F 9:20–10:30 a.m.; M W F 1–2 p.m.; M W F 2:10–3 p.m.; T Th 9:30–10:50 a.m.

#### G. Medieval Narrative

A study of epics and sagas in translation from the literatures of England, France, Germany, Scandinavia, and Iceland.

*Vernon Harward*

M W F 1–2 p.m.

#### H. Reading Shakespeare

A selection from Shakespeare's tragedies, comedies, histories, and romances with some consideration of the sonnets.

*Eric Reeves*

M W F 8:20–9:10 a.m.

#### I. Poetry and the Visual Arts

Study of poets who have written about—or published their work with—paintings and photographs. Works by Blake, Rossetti, Wordsworth and Constable, Wilde and Whistler, and a variety of



modern poets including Auden, Yeats, MacLeish, Bishop, Rich, and Heaney.

*Jefferson Hunter*

M W F 9:20–10:30 a.m.

### **J. The American Dream**

A study of the recurring myth of innocence and experience in works by Fitzgerald, Faulkner, Frost, Bishop, and others.

*Francis Murphy, Margaret O'Brien*

M W F 10:40–11:50 a.m.; M W F 3:10–4 p.m.

## **120b Colloquia in Literature**

*Jefferson Hunter, Director.*

4 credits

### **A. Fiction**

*Michael Gorra, Eric Reeves, Gillian Kendall*

M W F 1–2 p.m.; M W F 2:10–3 p.m.; T Th 9:30–10:50 a.m.

### **B. Reading and Writing Stories**

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization, and style. Writing includes analysis, imitation or parody, and original stories.

*Joan Bramwell*

M W F 1–2 p.m.

### **C. The American Dream**

*Leah Glasser*

T Th 1–2:50 p.m.

### **D. Tragic Drama**

Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques.

*William Van Voris*

M W F 9:20–10:30 a.m.

### **E. The Icelandic Saga**

A reading in translation of the classic sagas of medieval Iceland. We will explore the powerful role of women, the intimacy between law and violence, the inevitability of

blood-feud, and the grim humor and desperate religion that articulated the saga view of the world.

*Craig Davis*

T Th 9:30–10:50 a.m.

### **F. Fact and Fiction**

A study of the way the writer's imagination shapes and transforms factual materials: newspaper articles, journals, letters, historical accounts. Works may include stories by Melville, Stephen Crane, Henry James; poetry by Wordsworth, Robert Lowell; plays by Shakespeare, Peter Weiss.

*Elizabeth Harries*

T Th 1–2:50 p.m.

### **G. Comic Drama**

*Harold Skulsky*

M W F 10:40–11:50 a.m.

### **H. Myth and Literature**

A study of the psychological and philosophical use of myth in literature. Consideration of works of Ovid, Spenser, Milton, Blake, Yeats, Dickens, Joyce, and D. H. Lawrence.

*Patricia Sweetser*

T Th 1–2:50 p.m.

### **I. Love and the Literary Imagination**

*Patricia Skarda*

M W F 2:10–3:00 p.m.

## **Second-Level Courses**

[AAS 200a Survey of Afro-American Literature: 1760 to Present]

AAS 201a The Literature of French-Speaking African and Caribbean Peoples in Translation

HSC 203a Perspectives in the History of Science

Topic for 1986–87: The Technology of Reading and Writing

**201b The Reading of Poetry**

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor, and structure—through comparison of lyrics in a variety of styles and historical periods. Prerequisite: one college-level course in literature.

4 credits

*Sharon Seelig, Margaret O'Brien*

M W F 9:20–10:30 a.m.; M W F 2:10–3 p.m.

**207 The Development of English Literature**

A study of its traditions, conventions, and themes. Two hours of lecture, two hours of discussion. Ronald R. Macdonald, Director, first semester; Margaret Shook, Director, second semester.

8 credits

*Craig Davis, Ronald R. Macdonald, Eric Reeves, first semester; Douglas Patey, Margaret Shook, Elizabeth von Klemperer, second semester*

T Th 1–2:50 p.m.

**211b Old English**

A study of the language of Anglo-Saxon England (c. 450–1066) as it is embodied in that period's most powerful and significant poem, *Beowulf*.

4 credits

*Craig Davis*

M W F 8:20–9:10 a.m.

**214a Chaucer**

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Vernon Harward, Director. Sections limited to 25.

4 credits

*Vernon Harward, Craig Davis*

M W F 9:20–10:30 a.m.; M W F 2:10–3 p.m.

**214b A repetition of 214a**

4 credits

*Vernon Harward*

M W F 9:20–10:30 a.m.

**[215b Medieval Literature]**

A study of Chaucer's *Troilus and Criseyde* and of his dream poems; selected readings from other works in the period, including those by the *Gawain* poet. To be offered in 1987–88.

4 credits

**218a Shakespeare**

*Romeo and Juliet, 1 Henry IV, 2 Henry IV, As You Like It, Measure for Measure, King Lear, Antony and Cleopatra, The Tempest.*

Ronald R. Macdonald, Director. Sections limited to 25.

4 credits

*Francis Murphy, Ronald R. Macdonald, Gillian Kendall*

M W F 9:20–10:30 a.m.; T Th 9:30–10:50 a.m.; T Th 1–2:50 p.m.

**218b Shakespeare**

*Richard III, Richard II, The Merchant of Venice, Hamlet, Twelfth Night, Othello, Macbeth, The Winter's Tale.* Harold Skulsky, Director. Sections limited to 25.

4 credits

*Harold Skulsky, Sharon Seelig, Gillian Kendall*

M W F 8:20–9:10 a.m.; M W F 10:40–11:50 a.m.; T Th 1–2:50 p.m.

**219a Restoration and Eighteenth Century Drama (1660–1800)**

Selected major drama from the reopening of the theatres to the end of the eighteenth century. Plays by Dryden, Otway, Wycherly, Congreve, Gay, Goldsmith, and Sheridan. Emphasis on how ideas shape language and form in the plays.

4 credits

*William Van Voris*

M W F 2:10–3 p.m.

**220a Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of Baroque style, educational theorist, and Attorney for the Defense of God.

4 credits

*Eric Reeves*

M W F 10:40–11:50 a.m.

**221b Seventeenth Century Poetry**

How the major seventeenth-century poets dramatize the tragicomic difficulties of communicating in language and around it; the entanglements of sincerity and insincerity, literalness and figurativeness, private utterance and public, wooing and prayer. Poems by Donne, Jonson, Herbert, Vaughan, Marvell, and some of their contemporaries.

4 credits

*Harold Skulsky*

T Th 9:30–10:50 a.m.

**[223a Pope, Swift, and Their Circle]**

Discussion of the major works in their historical and critical contexts. To be offered in 1987–88.

4 credits

**[225a The Age of Sensibility]**

Romantic tendencies in the eighteenth century; sentimental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics. To be offered in 1987–88.

4 credits

**226a The English Novel 1700–1850**

A study of the development of the novel from Defoe to the Brontës. Emphasis on the complex interactions of the novel with other forms and with the social context, with special attention to the presentation and situation of women.

4 credits

*Elizabeth Harries*

Lec. T Th 11–11:50 a.m. and discussion either T 1–1:50 p.m. or W 3:10–4 p.m.

**226b The English Novel**

The major English novelists from Dickens to the present. Emphasis on the novel as art, with some attention to biographical and social background.

4 credits

*Joan Garrett-Goodyear*

T Th 11–11:50 a.m. with discussion either T 1–2 p.m. or T 2:10–3 p.m.

**227a Romantic Poetry**

A generic study of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with emphasis on Romantic epics of expanded consciousness, poetry of romantic love, verse satire, elegiac poetry, the meditative lyric, and the poets' criticism.

4 credits

*Margaret Shook*

T Th 9:30–10:50 a.m.

**227b Victorian Poetry and Prose**

A study of works by Carlyle, Tennyson, Browning, Arnold, the Pre-Raphaelites, Ruskin, Pater, and Hopkins, with attention to post-Romantic views of nature and the self, the relation of the writer to society, the uses of myth and history, and the relationship between aesthetic and religious values.

4 credits

*Elizabeth von Klemperer*

T Th 9:30–10:50 a.m.

**[229b English and Irish Drama since 1850]**

Selected plays by Wilde, Shaw, Yeats, O'Casey, D. H. Lawrence, T. S. Eliot, Beckett, Pinter, and others in the context of popular melodrama and comedy. Emphasis on the ways major writers use dramatic conventions to reveal aesthetic, religious, social, and political values. To be offered in 1987–88.

4 credits

**230b Joyce**

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses*, and *Finnegans Wake* (selections).

4 credits

*Jefferson Hunter*

M W F 10:40–11:50 a.m.

**232a American Literature from 1820 to 1865**

A survey of literary and cultural concerns in the writing of Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Dickinson, and others.

4 credits

*Susan Van Dyne*

M W F 9:20–10:30 a.m.



**233b American Literature from 1865 to 1914**

A survey of major figures: Twain, Howells, James, Whitman, Jewett, Chopin, Wharton, and Dreiser.

4 credits

*Richard Millington*

M W F 9:20–10:30 a.m.

**235b Recent American Writing**

Study of selected novelists and poets since 1945, with particular emphasis on Welty, Bishop, Nabokov, O'Connor, Updike, Lowell, and Merrill.

4 credits

*Dean Flower*

T Th 9:30–10:50 a.m.

**AAS 237b Major Black Writers: Fiction****[CLT 238b Romanticism]****239b American Women Poets**

A survey of selected women poets in the twentieth century including, among others, Moore, Bishop, Brooks, Sexton, Plath, and Rich.

4 credits

*Susan Van Dyne*

M W F 10:40–11:30 a.m.

**245a Modern British Literature**

Major works of modern British poetry, drama, and fiction 1900–1935. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley.

4 credits

*Jefferson Hunter*

M W F 10:40–11:30 a.m.

**[246b British Literature since 1935]**

British literature, culture, and politics since World War II. Readings in Orwell, Auden, Larkin, Pinter, Drabble, Burgess, Scott, and others. To be offered in 1987–88.

4 credits

**248a New Literatures in English: Fiction of the British Commonwealth**

The literary legacy of the British Empire. A study of the fiction written in English by

colonized and colonizers alike in India, Africa, the Pacific, and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Kipling, Rushdie, Desai, Achebe, Gordimer, Mansfield, Naipaul, and others.

4 credits

*Michael Gorra*

M W F 1–2 p.m.

**250b The King James Bible and Its Literary Heritage**

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, and Faulkner. Recommended background: REL 210 and 220.

4 credits

*William Van Voris*

M W F 1–2 p.m.

**AMS 250a Writing About American Social Issues****CLT 258a Realism****GLT 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy**

See Interdepartmental and Extradepartmental Course Offerings.

**[CLT 295a The Imagination and the City]****CLT 296a Proseminar: Contemporary Literary Theory**

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## Third-Level Courses

All third-level courses are seminars and consequently limited to 12 unless otherwise noted. They are open to seniors, to juniors, and to sophomores who have completed ENG 207 or GLT 291.

**301, 301a, 301b Special Studies**

4 credits

**CLT 309a Arthurian Literature of the Middle Ages****322b Romantic Poetry**

Topic for 1986–87: Women in Romantic Literature. A study of siblings, wives, and mothers in the works of Mary Shelley, Jane Austen, and the Romantic poets.

4 credits

*Patricia Skarda*

M 7:30 p.m.

**331b Modern Fiction**

Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels and stories by such authors as Kafka, Pynchon, DeLillo, Garcia Marquez, Kundera, and others.

4 credits

*Michael Gorra*

W 7:30–9:30 p.m.

**332a D. H. Lawrence**

A study of Lawrence's poetry and major fiction in relation to his life and aesthetic and intellectual concerns.

4 credits

*Joan Garrett-Goodyear*

Th 7:30–9:30 p.m.

**333a A Major British or American Writer**

Topic for fall 1986: Evelyn Waugh. Reading and discussion of the major novels, from *Decline and Fall* and *Vile Bodies* to *Brideshead Revisited* and *Men at Arms*, of the greatest satirist—and perhaps the greatest prose stylist—of our century. Some attention to Waugh's works of biography and travel, and to related figures such as Aldous Huxley, Ronald Firbank, and C. S. Lewis.

4 credits

*Douglas Patey*

T 3–4:50 p.m.

**333b A Major British or American Writer**

Topic for spring 1987: Charles Dickens. Major novels of the most inventive Victorian English novelist. The combination of melodrama and tragedy, comedy and the grotesque; the use of symbol to define and connect social and psychological concerns.

4 credits

*Joan Bramwell*

Th 1–2:50 p.m.

**339a American Literature**

Topic for 1986–87: American Pastoral. Versions of pastoral in the work of Crèvecoeur, Cooper, Hawthorne, James, Twain, Hemingway, and Faulkner.

4 credits

*Francis Murphy*

M 7:30–9:30 p.m.

**[342b Comedy]**

The evolution of comedy on the stage from Aristophanes to Oscar Wilde. To be offered in 1987–88.

4 credits

**343b Satire**

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, and Pope to Byron, Waugh, West, and Vonnegut.

4 credits

*Douglas Patey*

W 7:30–9:30 p.m.

**346a Women and Literature**

Topic for 1986–87: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon. Critical and theoretical essays by Culler, Eagleton, Felman, Gilbert and Gubar, Kolodny, Showalter, and others.

4 credits

*Susan Van Dyne*

W 7:30–9:30 p.m.

**FLS 349b Women and Cinematic Representation**

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine spectatorship, of feminine identification with patriarchy's dominant images, of the possibility of production of counter-images, and of a specifically feminist alternative cinema. Films will be accompanied by theoretical and other readings.

4 credits

*Deborah Linderman*

Th 7:30–9:30 p.m., film viewing W 7:30–9:30 p.m.

**CLT 353a Sonnets and Sonnet Cycles****Graduate****401, 401a, 401b Graduate Special Studies**

Independent study for graduate students.

Admission by permission of the Chair.

4 credits

**The Major**

**Advisers:** Joan Bramwell, Craig Davis, Michael Gorra, Elizabeth Harries, Vernon Harward, Jefferson Hunter, Ronald R. MacDonald, Richard Millington, Francis Murphy, Douglas Patey, Eric Reeves, Margaret Shook, Patricia Skarda, Harold Skulsky, William Van Voris, Elizabeth von Klemperer.

**Adviser for Study Abroad:** Vernon Harward.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.

**Requirements:**

- (1) 207 or GLT 291;
- (2) 214a or b;
- (3) 218a or b;
- (4) eight additional courses, subject to the following qualifications:
  - (a) one of these must be taken in Medieval or Renaissance litera-

ture (211a or b, [215b], a second semester of 218a or b, 220a, 221b, 309a;

- (b) one of these must be taken in literature written between 1660 and 1830 (219a, 223a, 225a, 226a, 227a, [CLT 238b], 322b, 343b);
  - (c) not more than two colloquia (120a or b) and one course in advanced writing (258a or b, 260a or b, 261a or b) or one colloquium and two courses in advanced writing *may* be counted toward the major (no colloquia or writing courses are *required* for the major);
- (5) the following substitutions are possible for the requirements listed under (4):
- (a) students who take both survey courses (207 and GLT 291) may omit requirements 4a and 4b;
  - (b) a total of 2 semester courses at the intermediate or advanced level in either or both of the following categories: a foreign literature (not language); film courses taught in a literature department.

No required courses may be taken for an S/U grade except for one course in writing.

Majors are strongly recommended to take courses in American literature, and in Twentieth Century literature.

**The Minor**

**Advisers:** Members listed in the catalogue as advisers for the major will also serve as advisers for the minor.

The minor may take one of four forms:

- (a) emphasis on literature: 207; one course on a major figure (Chaucer, Shakespeare, Milton); and two courses in British or American literature above the 100 level;
- (b) emphasis on American literature: 232; 233; one course in American or Afro-American literature above the



100 level; one English Department seminar or Special Studies of which at least half deals with American or Afro-American literature; and one appropriate course in British literature above the 100 level;

- (c) emphasis on writing: two courses on literary genre (e.g., fiction, poetry) and three writing courses, all above the 100 level;
- (d) emphasis on the relation between English Literature and the European Literary tradition as defined by General Literature 291. Requirements: GLT 291; English 220; and two of the following: [223], 226a (English Novel, Eighteenth Century), 227a (Romantic Poetry), 248.

## Honors

**Directors:** for the Class of 1987, Margaret Shook; for the Class of 1988, Susan Van Dyne.

### 501a Thesis

8 credits

Requirements: students in honors must fulfill the general requirements of the major. They will normally be given priority in seminars. In the first semester of the senior year they will present a thesis (501a) to count for one semester course beyond the 12 courses in English required for the major. In either the first or second semester of the senior year, they may carry three rather than four courses. Preference will be shown applicants with B+ marks in literature courses or with strong faculty recommendations.

Examination: the honors examination will be formulated in a way that tests the student's knowledge of different periods and genres in English and American literature. The examination will be taken in the spring of the senior year.

## Interdepartmental Minor in Ethics

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### Advisers

Thomas S. Derr, Professor of Religion, *Director*  
 Myron Glazer, Professor of Sociology & Anthropology  
 Malcolm B. E. Smith, Professor of Philosophy  
 Elizabeth V. Spelman, Assistant Professor of Philosophy  
 Kathryn Addelson, Professor of Philosophy

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This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong which reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a, Ethics, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

[PHI 235b]	Morality, Politics, and the Law
PHI 245a	Philosophy of Law: Property
PHI 304a	Value Theory
[REL 250a]	Social Ethics I
REL 250b	Social Ethics II
[REL 353a]	Seminar: Medical Ethics
SOC 211b	Ethical Issues in Social Organizations
SOC 305a	Seminar: Qualitative Methods in the Study of Subcultures and Social Movements

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

# Department of Exercise & Sport Studies

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## Associate Professors

Caryl Miriam Newhof, M.S., *Chair*  
Donald Steven Siegel, Ed.D.  
James H. Johnson, Ph.D.

## Assistant Professors

Barbara A. Brehm, Ed.D.  
Beverly Warren, Ed.D.

## Instructor

Joan L. Neide-Knox, M.A., M.S.

## Teaching Fellows

Theresa Collins, B.S.  
Ann Depperman, B.A.  
Karen Wilbur, B.A.  
Anne Johansson, Graduate of  
Lundby Gymnasium  
Patricia Manning, B.S.  
Lynda Ransdell, B.S.  
Bridget White, B.S.

## A. Theory Courses

### 100b Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior.

4 credits

*Barbara Brehm, James Johnson, Joan Neide-Knox, Donald Siegel*  
M W F 9:20–10:30 a.m.

### 140a Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease, and aging. Enrollment limited to 25.

4 credits

*Barbara Brehm*  
T Th 8–9:20 a.m.

### 210b Kinesiology

Anatomical and mechanical bases of human motion with emphasis on applied anatomy,

mechanics, and qualitative analysis of exercise, sport, and dance.

4 credits

*James Johnson*

T Th 9:30–10:50 a.m., lab. Th 1–2:50 p.m.

### 215a Exercise Physiology

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 105 or 150, or permission of the instructor.

4 credits

*James Johnson*

T Th 9:30–10:50 a.m., lab. Th 1–2:50 p.m.

### 301a, 301b Special Studies

4 credits

*Members of the Department*

### 340b Current Research in Health Science

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisite: 140, or a strong biological sciences background,



and permission of the instructor. Enrollment limited to 14.

4 credits

*Barbara Brehm*

T 1–2:50 p.m.

## B. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, and knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students receive one credit for each completed section, with no more than four performance courses for credit counted toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

### 120a, 120b Advanced Lifesaving

Provides the skills and knowledge necessary to allow those successfully completing the course to effect safe rescues in aquatic emergencies. ARC certification upon successful completion.

1 credit

120a: *Joan Neide-Knox*, Th 7:30–9:30 p.m.

120b: *Beverly Warren*, M 7:30–9:30 p.m.

### 121a, 121b Aerobic Dance

Choreographed dance routines to music.

1 credit

121a: *James Johnson*

121b: *Barbara Brehm*

T Th 3–3:50 p.m.

### 122a, 122b Aerobics

Introduction to the principles of aerobic training, methods of participation, and actual training to improve aerobic power. Students are systematically monitored for maximum oxygen consumption throughout

the semester while engaging in individually planned aerobic training programs.

1 credit

*Barbara Brehm*

T 11–11:50 a.m.

### 123b Badminton

The development of badminton skills, principles, evolution, strokes, and strategy.

1 credit

*Bonnie May*

T Th 1–1:50 p.m.

### 125a, 125b Fencing

The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing.

1 credit

*Jacqueline Blei*

125a: T Th 11–11:50 a.m.

125b: T Th 11–11:50 a.m.

### 149a, 149b Fencing (Intermediate)

Development of compound attack and defense based on combination of disengage, beat, lateral parries, and reposte. Circle parries, binds, and the concept of remise and reprise will also be presented. Prerequisite: 125a or b or permission of the instructor. Enrollment limited to 16.

1 credit

*Jacqueline Blei*

T Th 9:30–10:20 a.m.

### 129a Outdoor Skills I

Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements, and planning. Students should plan to make one or two weekend trips.

1 credit

*Patricia Manning*

Th 3–4:50 p.m. (Sept. 11–Oct. 31)

Th 7:30–9 p.m. (Nov. 1–Dec. 5)

### [130b Outdoor Skills II]

A continuation of Outdoor Skills I with the addition of cross-country skiing, cycling, and white-water canoeing. Students should

plan on afternoon field trips and one or two weekend trips.

1 credit

### 131a, 131b Physical Conditioning

The theory and performance of general conditioning and the basic principles of exercise.

1 credit

131a: *James Johnson*, M W 3:10–4 p.m.

*Barbara Brehm*, T Th 3–3:50 p.m.

131b: *Barbara Brehm*, M W 3:10–4 p.m.;

*James Johnson*, T Th 3–3:50 p.m.

### 132a, 132b SCUBA Diving

The use and care of equipment, safety, the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of department.

1 credit

*David Stillman*

W 7:30–9:30 p.m.

### 134b Springboard Diving

The understanding of the principles and the development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories.

1 credit

*Kim Bierwert*

M W 2:10–3 p.m.

### 135a, 135b Squash (Beginning)

Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash.

1 credit

135a: *Caryl Newhof*, M W 3:10–4 p.m.;

T Th 9:30–10:20 a.m.

135b: *Caryl Newhof*, M W 9:20–10:10 a.m.;

M W 2:10–3 p.m.; *Donald Siegel*, T Th 9:30–10:20 a.m.

### 148a, 148b Squash (Intermediate)

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: permission of the instructor. Enrollment limited to 16.

1 credit

148a: *Caryl Newhof*, T Th 8–8:50 a.m.

148b: *Donald Siegel*, M W 3:10–4 p.m.;

*Caryl Newhof*, T Th 8–8:50 a.m.

### 136a, 136b Stress Management

The physical and psychological components of stress, identification of personal stress-provoking situations and irritants, and techniques for daily stress management. Enrollment limited to 20.

1 credit

*Barbara Brehm*

136a: T 1–2:50 p.m.

136b: Th 1–2:50 p.m.

### 137a Swimming

Theory and performance of swimming. Swimming techniques, including strokes, turns, and survival methods.

1 credit

*Beverly Warren*

T Th 9:30–10:20 a.m.

### 138b Synchronized Swimming

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines.

1 credit

*Beverly Warren*

To be arranged

### 139a, 139b Tennis (Beginning)

The development of tennis skills, principles, evolution, strokes, and strategy.

1 credit

139a: *Joan Neide-Knox*, M W 8–8:50 a.m.;

*Donald Siegel*, T Th 9:30–10:20 a.m.;

*Joan Neide-Knox*, M W 9:20–10:10 a.m.

139b: *Joan Neide-Knox*, M W 10:40–11:30 a.m.; T Th 9:30–10:20 a.m.

### 146a, 146b Tennis (Intermediate)

The development of stroke consistency, shot direction, and singles and doubles strategy. Prerequisite: permission of the instructor.

1 credit

146a: *Joan Neide-Knox* M W 1–2:50 p.m.

146b: *Joan Neide-Knox* M W 1–1:50 p.m.

**[142a], 142b Water Safety Instructor**

Instruction in techniques, theory, and teaching methods of swimming and lifesaving courses. American Red Cross certification upon successful completion.

Prerequisites: current ARC Advanced Life-saving Certificate and advanced skill in swimming.

1 credit

142b: *Beverly Warren*, Th 7:30–9:30 p.m., plus two hours to be arranged

**143a, 143b Yoga**

Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments, and imbalances.

1 credit

*Jyoti Hansa*

143a: (I) T 1–2:50 p.m.; (II) Th 1–2:50 p.m.

143b: T 1–2:50 p.m.

**147b Yoga**

The yoga of B. K. S. Iyengar—Continuing Level. Refinement of postures and breathing techniques taught in ESS 143. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 143.

1 credit

*Jyoti Hansa*

Th 1–2:50 p.m.

**145a Self-Defense**

The use of defensive and offensive moves to develop poise and confidence and enable the effective handling of threatening situations.

1 credit

*Joan Neide-Knox*

T Th 11–11:50 a.m.

**C. Performance Courses—  
Non-credit**

The following courses are offered on an elective, non-credit basis. Classes usually meet twice per week for six weeks.

Key:

(f) = Fall

(x) = Winter I

(y) = Winter II

(s) = Spring

**Aerobic Dance**

f, x, y, s: *Lynda Ransdell*, M W 7:30–8:20 p.m.

**Aquatic Conditioning**

*Beverly Warren*

x: M W 2:10–3 p.m.

y: T Th 2–2:50 p.m.

**Canoeing**

f: *Patricia Manning*, M W 1–1:50 p.m.

s: *Lynda Ransdell*, M W 1–1:50 p.m.

**Century Cycling**

*Karen Wilbur*

f: M W 4–5:45 p.m.

**CPR**

*Donald Siegel*

f-x: T 7:30–9:30 p.m.

**Crew**

*Camille O'Bryant*

f: M W 2:10–3 p.m.; T Th 3–3:50 p.m.

s: M W 2:10–3 p.m.; M W 3:10–4 p.m.;

T Th 3–3:50 p.m.

**First Aid**

*To be announced*

f-y: Th 7:30–9:30 p.m.

**Golf (Beginning)**

*Caryl Newhof*

f-s: M W 1–1:50 p.m.

**Golf (Intermediate)**

*Caryl Newhof*

s: To be arranged

**Lacrosse (Beginning)**

*Jacqueline Blei*

x: M W 3:10–4 p.m.

**Sculling***Camille O'Bryant*

f: M W 3:10–4 p.m.; T Th 9:30–10:20 a.m.;

T Th 11–11:50 a.m.

s: T Th 9:30–10:20 a.m.; T Th 11–11:50 a.m.;

T Th 2–2:50 p.m.

**Squash (Beginning)**f: *Caryl Newhof*, M W 8–8:50 a.m.;*Bonnie May*, T Th 11–11:50 a.m.x: *Caryl Newhof*, M W 8–8:50 a.m.;*Lynda Ransdell*, M W 10:40–11:30 a.m.;*Patricia Manning*, T Th 11–11:50 a.m.y: *Lynda Ransdell*, M W 8–8:50 a.m.;*Patricia Manning*, M W 1–1:50 p.m.;

T Th 11–11:50 a.m.

**Squash (Intermediate)**x: *Lynda Ransdell*, M W 2:10–3 p.m.**Swimming (Beginning)**f: *Lynda Ransdell*, M W 10:40–11:30 a.m.;*Beverly Warren*, M W 2:10–3 p.m.x: *Beverly Warren*, M W 10:40–11:30 a.m.;

T Th 2:10–3 p.m.

y: *Beverly Warren*, M W 2:10–3 p.m.;

T Th 11–11:50 a.m.

s: *Patricia Manning*, T Th 11–11:50 a.m.;*Beverly Warren*, T Th 2–2:50 p.m.**Swimming (Intermediate)**x: *Beverly Warren*, M W 9:20–10:10 a.m.;*Lynda Ransdell*, T Th 11–11:50 a.m.y: *Beverly Warren*, M W 10:40–11:30 a.m.**Tennis (Beginning)**f: *Anne Jobansson*, T Th 11–11:50 a.m.x: *Joan Neide-Knox*, T Th 1:30–2:10 p.m.;*Anne Jobansson*, T Th 3–3:50 p.m.y: *Joan Neide-Knox*, T Th 8–8:50 a.m.;*Anne Jobansson*, M W 9:20–10:10 a.m.**Tennis (Low Intermediate)**f: *Patricia Manning*, M W 2:10–3 p.m.;

T Th 1–1:50 p.m.

y: *Anne Jobansson*, T Th 11–11:50 a.m.s: *Joan Neide-Knox*, T Th 8–8:50 a.m.**Tennis (Intermediate Drill)**f: *To be announced*, T Th 3–3:50 p.m.x: *To be announced*, M W 9:20–10:10 a.m.*Anne Jobansson*, M W 2:10–3 p.m.y: *Anne Jobansson*, M W 2:10–3 p.m.s: *Anne Jobansson*, T Th 11–11:50 a.m.**Tennis (Advanced Drill)**f: *Anne Jobansson*, T Th 8–8:50 a.m.x: *Anne Jobansson*, M W 3:10–4 p.m.y: *Joan Neide-Knox*, T Th 3–3:50 p.m.s: *Joan Neide-Knox*, T Th 3–3:50 p.m.**Ten-k Class***Karen Wilbur*

f: M W 2:10–3 p.m.

s: T Th 9:30–10:20 a.m.

**Triathlon Class***Karen Wilbur*

f-x: T Th 8–9:15 a.m.

y-s: M W 8–9:15 a.m.

**Uechi-Ryu Karate***Joan Neide-Knox*

f-s: M W 3:10–4 p.m.

**Riding**

Recreational riding, non-credit riding instruction, and participation in competitive riding are all available at Smith College. The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stables, ext. 2734.



## D. Graduate Courses

**Adviser:** Donald Siegel.

### 405a, 405b Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an interscholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.

4 credits

*Caryl Newhof*

To be arranged

### 406a, 406b Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisites: 405a and 405b. 4 credits

*Caryl Newhof, Director*

To be arranged

### [410b The Anatomical and Mechanical Analysis of Movement]

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 250b, undergraduate kinesiology, or biomechanics. To be taught in 1987–88.

4 credits

### 415a The Physiology of Exercise

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 250b or undergraduate exercise physiology.

4 credits

*James Johnson*

M W F 8:20–9:10 a.m., lab. to be arranged

### 420a, 420b Special Studies

In adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually.

4 credits

*Members of the Department*

### [425a Current Issues in Coaching]

Current issues in coaching will be examined with special emphasis on problems affecting programs for women and women in the profession. To be taught in 1987–88.

4 credits

### 430a Statistical Methods for Exercise and Sport Studies

Quantitative evaluation in physical education, including statistical methods and the computer as a research tool.

4 credits

*Donald Siegel*

M W F 9:20–10:30 a.m.

### [440b Microcomputers in Exercise and Sport Studies]

An examination of microcomputer applications in Exercise and Sport Studies. The major course components include: a) developing systems for data acquisition and analysis in a human performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs. To be taught in 1987–88.

4 credits

### 450, 450a, 450b Thesis

4 credits

*Members of the Department*

### 460a, 460b Supervised Teaching in Physical Education

Individually arranged.

4 credits

### 465b Seminar in Skill Acquisition and Performance

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required.

*Donald Siegel*

4 credits

M W F 10:40–11:50 a.m.

**[470a Psychology of Sport]**

An examination of sport from a psychological perspective. Topics include sport and culture, competition, personality and performance, aggression, and motivation. To be taught in 1987-88.

4 credits

**475b Sports Medicine: Concepts in Care and Prevention of Athletic Injury**

Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 250b or permission of the instructor. Recommended: 410b.

4 credits

*Mary O'Carroll*

T Th 8-9:20 a.m.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including ESS 100 and either ESS 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance courses. Course selection for the minor must be approved by a faculty adviser.

**The Minor in Exercise and Sport Studies**

Advisers: Barbara Brehm, James Johnson.

## Interdepartmental Minor in Film Studies

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### Advisers

\*Hans Rudolf Vaget, Professor of German and Comparative Literature, *Director*  
Dean Flower, Professor of English  
Language & Literature  
Barbara Kellum, Assistant Professor of Art  
Deborah Linderman, Assistant Professor of  
English Language & Literature and Film  
Studies

### Assistant Professor

Deborah Linderman, Ph.D.  
(English Language & Literature and Film  
Studies)

### Visiting Lecturer

<sup>1</sup>Richard Pini

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### GER 228b The New German Cinema

#### 231a Great Directors

A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. Topic for 1986-87: Stanley Kubrick. Admission by permission of the instructor.

4 credits

*Richard Pini*

T Th 11-11:50 a.m.; film viewing: M 7:30-9:30 p.m. and Th 7:30-9:30 p.m. only in the 3rd, 4th, and 5th week of the semester.

#### 241a Genre/Period

Focus on a historically significant genre and/or period. Analysis of representative works, their technical conventions, and ideological profile. Topic for 1986-87: The Monstrous in Film.

4 credits

*Deborah Linderman*

Th 3-4:50 p.m.; film viewing: W 7:30-9:30 p.m.

#### 349b Women and Cinematic Representation

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine spectatorship, of feminine identification

with patriarchy's dominant images, of the possibility of production of counter-images, and finally of a specifically feminist alternative cinema. Films will be accompanied by theoretical and other readings. Questions of feminine subjectivity and desire will be consistently engaged. Recommended background: at least one course in Film Studies. 4 credits

*Deborah Linderman*

Th 3-4:50 p.m.; film viewing, W 7:30-9:30 p.m.

#### 351b Film Theory

Readings in classical film theory, including Münsterberg, Eisenstein, and Bazin, will be taken up in relation to appropriate "tutor films." There will follow readings in contemporary theory such as that of Metz, Heath, and Daudry, and certain applied critical analyses of specific film texts by Belour, the editors of *Cahiers-du Cinema* and feminist film theoreticians. The course will conclude with consideration of avant-garde theory and its relation to avant-garde film texts as well as classical ones. Permission of the instructor required.

4 credits

*Deborah Linderman*

T 3-4:50 p.m.; film viewing, M 7:30-9:30 p.m.

## The Minor

**Advisers:** Hans R. Vaget, Director (German and Comparative Literature), Dean Flower (English), Barbara Kellum (Art), Deborah Linderman.

The Minor in Film Studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts, and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

**Requirements:** six semester courses to be taken at Smith or, by permission of the

Director, elsewhere among the Five College institutions.

**Required courses:**

ART 283a The Motion Picture as Art Form

FLS 351b Seminar on Film Theory

**Electives:**

AAS 238a Afro-Brazilian Literature and Film

ENG 120a Film and Literature

ENG 258b Advanced Essay Writing: Writing About Film

FRN 228a French Cinema

FLS 231a Great Directors

FLS 241a Genre/Period

FLS 349b Women and Cinematic Representation

GER 228b The New German Cinema



## Departmental Majors in French Language & Literature

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### Professors

§Josephine Louise Ott, Ph.D.  
 §Marie-José Madeleine Delage, Lic. ès L.,  
     D.E.S., Docteur en Histoire  
 Patricia Weed, Ph.D.  
 Lawrence Alexander Joseph, Ph.D.  
 James J. Sacré, Ph.D., *Chair*  
 David R. Ball, Lic. ès L., Docteur en  
     Littérature Générale et Comparée  
     (French and Comparative Literature)

### Associate Professors

Marilyn Schuster, Ph.D.  
     (French and Comparative Literature)  
 Mary Ellen Birkett, Ph.D.

### Assistant Professors

\*\*Ann Leone Philbrick, Ph.D.  
 \*\*Martine Gantrel, Agrégée de l'Université  
 \*Denise Rochat, Ph.D.

Janie Vanpée, Ph.D.  
 Jeri Guthrie, Ph.D.

### Instructor

Laurence Bastidon, M.A.

### Lecturer

\*Lucile Martineau, A.M., M.S.W.

### Sèvres Visiting Lecturer

Michelle Szkilnik, Agrégée de l'Université

### Visiting Lecturers

Evelyn Woestelandt, Ph.D.  
 \*Nicole Ball, C.A.P.E.S. de Lettres Modernes

### Mellon Lecturer

Daniel Sangsue, D.E.A. (Diplôme d'études  
     approfondies) en Etudes littéraires  
     européennes

All classes and examinations in the department are conducted in French with the exception of cross-listed courses and one section of 228a. In all language courses, slide lectures, films, and work in the language laboratory will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 207.

Qualified students may apply for residence in La Maison Française, Dawes.

### A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100D Intensive Elementary French

An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. Not open to students presenting entrance units in French except by permission of the department. Six class hours a week plus laboratory.

12 credits.

Lec. Th 3-4:50 p.m.

Sect. *Patricia Weed* (first semester),  
*Mary Ellen Birkett* (second semester), M W F  
 9:20-10:30 a.m., T Th 9:30-10:50 a.m.;  
*Laurence Bastidon*, M W F 1-2 p.m.,  
 T Th 11-11:50 a.m.

### 101 Elementary French

A one-year non-intensive elementary course. Open to students with no previous credit in French or fewer than two entrance units. Four class hours a week plus laboratory.

8 credits

Sect. *Marilyn Schuster*, M W F 8–9:10 a.m.;  
*Ann Philbrick* (first semester), *Denise  
Rochat* (second semester), M W F 9:20–  
10:30 a.m.; *Evelyne Woestelandt*, M W F 8–  
9:10 a.m.

### 150a Low Intermediate French

Oral work and grammar review based on the study of modern texts. Reading will include short works and a screenplay by Jean-Paul Sartre. Various aspects of French culture will be emphasized. Prerequisite: 2 or 3 entrance units. Four class hours per week plus laboratory.

4 credits

Lec. Th 3–4:50 p.m.; Sect. *Daniel Sangsue*,  
M W F 8–9:10 a.m.; *Jeri Gutbrie*, M W F 9:20–  
10:30 a.m.; *Mary Ellen Birkett*, M W F 1–  
2 p.m.; *Janie Vanpée*, T Th 8–9:10 a.m.

### 150b A repetition of 150a

4 credits

*Jeri Gutbrie*

Lec. Th 3–4:50 p.m.; Sect. M W F 9:20–  
10:30 a.m.

### 206a Intermediate French

Grammar review and vocabulary building. The course will emphasize speaking and listening (films, plays, discussion) with progressively increased practice in reading and writing. Prerequisite: 4 entrance units or permission of the department.

4 credits

Sect. *Martine Gantrel*, M W F 8–9:10 a.m.;  
*David Ball*, M W F 10:40–11:50 a.m.;  
*Ann Philbrick*, M W F 1–2 p.m.; *Ann  
Philbrick*, M W F 2:10–3 p.m.

### 206b A repetition of 206a

4 credits

*Denise Rochat* M W F 8–9:10 a.m.

### 207a Composition

A course intended to develop writing skills based on in-class editing of weekly compositions, analysis and imitation of different prose styles, selective grammar review. Prerequisite: 100D, 104, 150, 200, 201, 206 or permission of the department.

4 credits

Sect. *Nicole Ball*, M W F 2:10–3 p.m.;  
*Laurence Joseph*, T Th 8–9:20 a.m.

### 207b A repetition of 207a

4 credits

Sect. *Michelle Szkolnik*, M W F 8–9:10 a.m.;  
*Lucile Martineau*, M W F 1–2 p.m.;  
*Laurence Joseph*, T Th 1–2:50 p.m.

### 302a Advanced Grammar, Phonetics, and Composition

Emphasis on some of the subtle points of grammar. Weekly compositions; exercises in translation from English to French; extensive work in phonetics; discussion and oral reports based on short modern texts.

4 credits

*Mary Ellen Birkett*

M W F 10:40–11:50 a.m.

### 303b Advanced Composition

A continuation of 302a. Emphasis on vocabulary building and development of prose style in French through text editing of weekly compositions; prose style analysis of selected major authors, and pastiche. Continuation of phonetic practice. Prerequisite: 302a or permission of the instructor.

4 credits

*Patricia Weed*

M W F 9:20–10:30 a.m.

## B. Literature

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 101, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

### 208a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expres-

sion and expository writing. Some sections focus on problems of genre, others on thematic problems.

4 credits

**A. Quest for Identity**

Readings in various genres. Baudelaire, Rimbaud, Giono, Camus, Sartre.

*Lawrence Joseph*

T Th 1–2:50 p.m.

**B. Fantasy and Madness**

Maupassant, Alain Fournier, Giraudoux, Supervielle.

*Daniel Sangsue*

M W F 9:20–10:30 a.m.

**208b Readings in Modern Literature**

A repetition of 208a

Normally cannot be taken after 208a.

4 credits

**C. Women Writers of Quebec**

Roy, Loranger, Brossard, Bersianik, Blais, Hébert.

*Lucile Martineau*

M W F 9:20–10:30 a.m.

**D. Fantasy and Madness**

Maupassant, Alain Fournier, Giraudoux, Supervielle.

*Daniel Sangsue*

T Th 1–2:50 p.m.

**210a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on civilization. Basis for both French Literature and French Studies majors.

4 credits

Lec. T 3–4:50 p.m.; Sect. *James Sacré*, M W F 8–9:10 a.m.; *Jeri Guthrie*, M W F 2:10–3 p.m.; *Michelle Szkilnik*, T Th 9:30–10:50 a.m.

**210b A repetition of 210a**

4 credits

Lec. T 3–4:50 p.m.; Sect. *Jeri Guthrie*, M W F 8–9:10 a.m.; *Denise Rochat*, M W F 1–2 p.m.

**211a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the seventeenth and eighteenth centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French Literature and French Studies majors.

4 credits

Lec. T 3–4:50 p.m.; Sect. *Daniel Sangsue*, M W F 1–2 p.m.; *Janie Vanpée*, T Th 11–11:50 a.m., T 3–4:50 p.m.

**211b A repetition of 211a**

4 credits

Lec. T 3–4:50 p.m.; Sect. *Michelle Szkilnik*, M W F 9:20–10:30 a.m.; *To be announced*, M W F 1–2:10 p.m.; *Janie Vanpée*, T Th 9:30–10:50 a.m., T 3–4:50 p.m.

**AAS 201a The Literature of French-Speaking African and Caribbean Peoples in Translation**

**219a Studies in Literary Forms: The Novel**

The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well-qualified freshmen are urged to seek admission to this course.

4 credits

*Janie Vanpée*, T Th 9:30–10:50 a.m.; *Laurence Bastidon*, T Th 1–2:50 p.m.

**219b A repetition of 219a**

4 credits

*Laurence Bastidon*, T Th 1–2:50 p.m.

**CLT 222a Women Writing: Twentieth-Century Fiction**

**CLT 250a Utopias and Dystopias: Imagining the Best and the Worst**

**CLT 275b The Epistolary Novel**

**CLT 305b Studies in the Novel: Politics and the Novel**

**311b Preromanticism and Romanticism**

The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures.

4 credits

*Mary Ellen Birkett*

M W F 1–2 p.m.

**312b Masters of the Nineteenth-Century Novel**

Balzac, Stendhal, Flaubert, Zola.

4 credits

*Laurence Joseph*

T Th 9:30–10:50 a.m.

**313a French Poetry of the Second Half of the Nineteenth Century**

The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Recommended background:

311a or b, or 316a.

4 credits

*Laurence Joseph*

T Th 9:30–10:50 a.m.

**[314b French Literature of the Eighteenth Century]**

To be offered in 1987–88.

4 credits

**315a French Literature of the Middle Ages**

The marvelous in medieval literature: definition (as opposed to magic and the miraculous), origins (Bible, Antiquity, Orient, Celtic folklore) and the functions in the medieval society. Works of various literary genres will be studied—especially *chansons de geste*; novels in verse and prose, hagiographic texts—and related to visual arts of the period: illuminated manuscripts, sculpture, architecture.

4 credits

*Michelle Szkilnik*

T Th 1–2:50 p.m.

**[316a French Literature of the Renaissance]**

To be offered in 1987–88.

4 credits

**317b French Literature of the Seventeenth Century**

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical esthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing, and rebellion against authority.

4 credits

*Patricia Weed*

M W F 10:40–11:50 a.m.

**[318b French Literature of the Twentieth Century]**

To be offered in 1987–88.

4 credits

**320b Modern French Literary Criticism**

The reading of texts in the light of modern critical theories. The course will examine such theorists as Valéry, Sartre, Barthes, Goldmann, Bénéichou, Poulet, Derrida, Mauron, Genette, and Cixous.

*Daniel Sangsue*

T Th 9:30–10:50 a.m.

**350a, 350b Special Studies**

Admission by permission of the department; normally for junior and senior majors, and for qualified juniors and seniors from other departments.

4 credits

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**C. Civilization**

210a or b and 211a or b, see Section B, Literature

**228a French Cinema**

Consideration of historical developments and major trends underlying the modern French cinema. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. NB Attendance at both film showings is required.

4 credits

Viewing hours W 7:30–9:50 p.m., Th 3–4:50 p.m., Sect. *Martine Gantrel*, M W F 10:40–11:50 a.m. (in French)



**229b Contemporary Civilization: The French Press**

An examination of contemporary French civilization in periodicals such as *Le Monde*, *L'Express*, *L'Événement du jeudi* and others. Problems including the role of the media, education and youth, French politics, and the French view of the United States will be analyzed. Occasionally other media, television and radio for example, will be studied.

4 credits

*Michelle Szkilnik*

M W F 1–2 p.m.

**330b Modern French Civilization**

Topic for 1986–87: L'Amérique des Français: French perceptions of the United States from Tocqueville's analysis of American democracy to Baudrillard's description of California culture. The French view of America—never neutral, always implicitly comparative—combines accuracy and illusion; the distinction will be the focus of discussions and readings, to include Sartre, Butor, Kristéva, and Simone de Beauvoir.

4 credits

*Jeri Guthrie*

M W F 1–2 p.m.

**340b Integrating Course**

A senior course designed to coordinate the work of the major in French Studies.

4 credits

*James Sacré*

T Th 9:30–10:50 a.m.

**D. Seminars****342a Stylistics**

Composition, translations, analyses of various oral and written French styles.

4 credits

*Patricia Weed*

T 3–4:50 p.m.

**343a Theme and Form in French Literature**

Topic for 1986–87: Formal Constraints and Freedom of Writing Lyricism in Poetry.

Readings include works by Louise Labé and

J. du Bellay; Marceline Desbordes-Valmore and Gérard de Nerval; some modern French poets.

4 credits

*James Sacré*

T 1–2:50 p.m.

**[344b Studies in Drama]**

To be offered in 1987–88.

4 credits

**345a French Thought**

Topic for 1986–87: History Within Literature: Marguerite Yourcenar and Michel Tournier. The seminar will interrogate the way these two contemporary authors write about history. Is literature a form of history that has the power to “resurrect the dead”? Or is literature a place where history goes beyond the historical to participate in mythology? Readings will include works by M. Yourcenar, M. Tournier, and other texts by historians and writers of the nineteenth and twentieth centuries. May be counted toward the major in French Studies.

4 credits

*Martine Gantrel*

Th 3–4:50 p.m.

**[348a Studies in Nineteenth-Century Literature]**

To be offered in 1987–88.

4 credits

**349b Studies in Twentieth-Century Literature**

Topic for 1986–87: Women in Contemporary France. The social condition and literary production of women in France after World War II. Writers such as Beauvoir, Colette, Duras, Etcherelli, Rochefort, Sarraute, and Wittig will be studied as well as essays from “new French feminists.” Documents about issues such as rape, reproductive rights, the law and the family, divorce, and immigrant labor will also be included. May be counted toward the major in French Studies.

4 credits

*Marilyn Schuster*

Th 1–2:50 p.m.

## E. Graduate

**Adviser:** Lawrence Joseph.

**450, 450a, 450b Research and Thesis**  
450a or 450b may be taken for double credit.  
4 credits

**451, 451a, 451b Advanced Studies**  
Arranged in consultation with the department.  
4 credits

## The Majors

**Advisers:** Mary Ellen Birkett, Ann Philbrick, Denise Rochat, Marilyn Schuster, Patricia Weed.

**Advisers for Study Abroad:** Mary Ellen Birkett, Patricia Weed, Lawrence Joseph (Geneva).

Majors in both French Language and Literature and French Studies who spend the year in Paris will normally meet certain of the requirements during that year, in particular the advanced courses in language.

## French Language and Literature

Requirements: 10 semester courses distributed as follows:

- (1) 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
- (2) 302a, followed by 303b;
- (3) a seminar in French language, literature, or civilization, to be taken in the senior year; and
- (4) six additional semester courses, of which four must normally be literature courses at the advanced level.

A major is expected to have taken at least one course in five of the following periods: Middle Ages, Renaissance, Seventeenth Century, Eighteenth Century, Nineteenth Century, Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods

## French Studies

Requirements: 10 semester courses distributed as follows:

- (1) 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
- (2) 302a, followed by 303b;
- (3) 340b, a course designed to coordinate the work of the major in French Studies;
- (4) a seminar in French language, literature, or civilization to be taken in the senior year;
- (5) three courses in French literature or civilization, of which two must normally be at the advanced level; and
- (6) two courses chosen from the French Department or from appropriate offerings in other departments.

A major is expected to have taken at least one course in each of the following three periods: Middle Ages/Renaissance; Seventeenth Century/Eighteenth Century; Nineteenth Century/Twentieth Century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

## Honors

**Director:** Lawrence Joseph.

**501a Thesis**  
8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. In addition to the normal requirements of the major, the candidate will write a thesis in the first semester of her senior year. The thesis will be due on the first day of the second semester of her senior year. In the second semester of the senior year, she will take an oral examination based on her thesis and the field in which it was written.

## Departmental Major and Minor in Geology

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**Professors**

H. Robert Burger, Ph.D.

H. Allen Curran, Ph.D.

Brian White, Ph.D.

**Associate Professors**

John B. Brady, Ph.D.

Robert M. Newton, Ph.D., *Chair***Assistant Professor**

Constance M. Soja, Ph.D.

**Instructor**

E. LeeAnn Srogi, B.S.

**Lecturer**

Ann Moss Burger, M.A.

Students contemplating a major in geology should elect 100a or 100b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

**100a Introduction to Earth History**

A description of the new concepts that provide a unifying explanation for the mountains, earthquakes, volcanic eruptions, oceans, and continents that characterize planet Earth. A review of the main events in the origin and history of life on earth, including the development of ancient "microbes," extinction of species, and evolution of modern plants and animals, including humans. Examination in lab and outdoors of earth materials and the processes that form natural landscapes.

4 credits

*Constance Soja and LeeAnn Srogi*

M W F 9:20–10:30 a.m.; lab. M T or Th

1–4 p.m.

**100b A repetition of 100a**

4 credits

*Robert M. Newton and Brian White*

To be arranged

**105a Natural Disasters: Present Threat—Past Impact**

An analysis of several types of natural disasters (volcanic eruptions, earthquakes, floods, and comet and meteorite impacts),

how such disasters might be predicted, the vulnerability of various regions of Earth to each type of disaster, the effect of such disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for non-science majors.

4 credits

*Robert Burger*

M W F 3:10–4 p.m.

**106b Landscapes of National Parks and Monuments**

An examination of North American geology with emphasis on the origin of landscapes in National Parks and Monuments. Intended for non-science majors.

4 credits

*Robert Berger*

M W F 3:10–4 p.m.

**107b Evolution and the Fossil Record**

An introduction to the fossil record and the development of life on earth. Topics concerning the origin of invertebrates, evolution of land plants, diversification and ecology of the earliest vertebrates and humans, and the evidence that supports the theory of organic evolution will highlight the progressive development of life on land and in the sea. The fossilized remains of extinct animals and plants will be examined in weekly discussion sections. Designed prin-

cipally for non-majors but may be used for the minor in Geology.

4 credits

*Constance Soja*

Lec. T Th 9:30–10:50 a.m.; dis. Th 1–2 p.m.

### 116b Oceanography

An introduction to the marine environment, with emphasis on submarine topography and sedimentation, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and exploitation of the oceans by humankind. At least one field trip to the Massachusetts coast, and one oceanographic training cruise.

4 credits

*Allen Curran*

Lec. M W F 9:20–10:30 a.m.; lab. W or Th 1–4 p.m.

### 117a The Environment

A study of the interrelationships between various elements of the Earth's environment and the growing human population, urbanization, and industrialization. Topics: characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate.

4 credits

*Brian White*

T Th 9:30–10:50 a.m.

### 221a Mineralogy

Elements of crystallography and crystal chemistry; identification and parageneses of the common rock-forming and economically important minerals; principles of optical mineralogy. Prerequisite: 100a or 100b.

4 credits

*LeeAnn Srogi*

Lec. T Th 9:30–10:50 a.m.; lab. Th 1–4 p.m.

### 221b Petrology

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization,

and differentiation of magma; controlling factors of metamorphism. Prerequisite:

221a.

4 credits

*LeeAnn Srogi*

Lec. M W F 10:40–11:50 a.m.; lab. Th 1–4 p.m.

### 231a Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleocology, and biostratigraphic importance. Special topics include speciation, functional adaptations, and the record of extinctions. Prerequisite: 100a or 100b; open without prerequisite to majors in Biological Sciences by permission of the instructor.

4 credits

*Allen Curran*

Lec. M W F 8:20–9:10 a.m.; lab. W 1–4 p.m.

### 232a Sedimentology

A study of modern sediments, sedimentary processes, and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisite: 100a, 100b or 116b.

4 credits

*Brian White*

Lec. M W F 10:40–11:50 a.m.; lab. M 1–4 p.m.

### 241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 100a or 100b.

4 credits

*Robert Burger*

Lec. M W F 8:20–9:10 a.m.; lab. M 1–4 p.m.

### 251b Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the



classic landforms of the world. Prerequisite: 100a or 100b.

4 credits

*Robert Newton*

Lec. T Th 9:30–10:50 a.m.; lab. W 1–4 p.m.

### [252a Groundwater Geology]

A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and methods of artificial recharge. Prerequisites: 100a or 100b, and MTH 121a or b. To be offered in 1987–88.

4 credits

[PPL 265a Water and Policy: Sources, Uses, and Social Control]

PPL 303b Public Policy for Marine and Coastal Resources

### 301a, 301b Advanced Work or Special Problems in Geology

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

4 credits

*Members of the Department*

### [311a Exploration Geophysics]

Theory and application of geophysical exploration techniques including seismology, gravimetry, and magnetics. Extensive fieldwork. Prerequisites: 111b, MTH 122a or b, and permission of the instructor. To be offered in 1987–88.

4 credits

### 334b Carbonate Sedimentology

A detailed study of carbonate rocks. Laboratory work will include the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Lower Paleozoic rocks in New York State. Readings

from current literature used as background for the laboratory and field studies. Prerequisite: 232a.

4 credits

*Brian White*

T Th 11–11:50 a.m.; lab. M 1–4 p.m.

### 351a Glacial and Periglacial Geology

The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past and present, related to Quaternary landforms. Prerequisite: 251b or permission of the instructor.

4 credits

*Robert Newton*

T Th 8:20–9:20 a.m.; lab. T 1–4 p.m.

### [355a Senior Seminar]

Topic for 1987–88: Continental Margins and Rift Zones Through Geologic Time. Open to senior Geology majors; junior Geology majors by permission of the instructor. To be offered in 1987–88.

4 credits

### 361b Tectonics and Earth History

Current topics in geology will be emphasized in a review of the chronology of events in earth history. Tectonic processes and their effect on the sedimentary and paleontologic records will be traced from the Precambrian to the present. A study of the Appalachians will emphasize the development of collisional and tensional tectonic regimes and the evolution of marine and terrestrial ecosystems through time. Prerequisites: all intermediate-level required courses in Geology, any of which may be taken concurrently with this course.

4 credits

*Constance Soja and LeeAnn Srogi*

M 7:30–9:30 p.m., W 2:10–3 p.m.

### 501 Honors Project

Admission by permission of the department.

8 credits

*Members of the Department*

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

## The Major

**Advisers:** for the Class of 1987, Robert Burger; for the Class of 1988, Robert Newton; for the Class of 1989, Brian White.

**Adviser for Study Abroad:** Robert Burger.

**Basis:** 100a or 100b.

**Requirements:** eight semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level, (one of which must be 316b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

## The Minor

**Advisers:** same as for the major.

Many emphases are possible within the Geology minor. For example, a student interested in earth processes and history might take 100a (or 100b), 231a, 232a, 251b, and [355a]. A student concerned about environmental and resource issues might take 100a (or 100b), 116b, 117a,

221a, 232a, and [252a]. Students contemplating a minor in Geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

**Requirements:** six semester courses including 100a or 100b and a total of no more than three courses at the 100 level.

## Honors

**Director:** Robert Burger.

### 502 Thesis

12 credits

**Basis:** 100a or 100b.

**Requirements:** seven semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251b, and 361b. An honors project (502) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

## Field Experiences

Through Five Colleges, Inc., Smith College is affiliated with the Ocean Research and Education Society in Gloucester, Mass. Two three-day oceanographic training cruises aboard the R/V Rambler are offered each year, one of which has geological emphasis. The department also regularly sponsors an Interterm trip to the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.

# Departmental Major and Minor in German Language & Literature

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## Professors

Willy Schumann, Ph.D., *Chair*

\*Hans Rudolf Vaget, Ph.D., (German and  
Comparative Literature)

## Associate Professor

§Margaret Skiles Zelljadt, Ph.D.

## Assistant Professors

Gertraud Gutzmann, Ph.D.

Robert Chapin Davis, Ph.D.

Joseph George McVeigh, Ph.D.

## Instructor

Liese Kauffman, M.A.

## Mellon Lecturer

Ingrid Winter, Ph.D.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the German Language and Literature Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100, 110D, 120a, or 130a or b).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

## A. German Language

Credit is not granted for the first semester only of an introductory language course.

### 100 Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension.

Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.

8 credits

*Willy Schumann*, M W F 8–9:10 a.m.; *Joseph McVeigh*, M W F 9:20–10:30 a.m.; *Liese Kauffman*, M W F 10:40–11:50 a.m.

### 110D Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours.

12 credits

*Ingrid Winter*

M W F 10:40–11:50 a.m., T Th 11–11:50 a.m.

### 115a Advanced Elementary German

Designed for the non-beginner who has had some German elsewhere but who is not ready for Intermediate German I (120a). The first half of the course provides an intensive review of essential points of

grammar and idiom, as well as systematic practice through reading and through the study of more advanced concepts of grammar, syntax, and idiom. Students who successfully complete 115a will be eligible to enroll in 120b (or 130b with the permission of the instructor). Not open to students who have taken 100.

4 credits

*Gertraud Gutzmann*

M W F 10:40–11:50 a.m.

### 120a Intermediate German I

Oral and written work, grammar review, and vocabulary building; selected works by Brecht, Dürrenmatt, and Kafka. Prerequisite: two entrance units or 100.

4 credits

*Robert Davis*, M W F 9:20–10:30 a.m.

*Joseph McVeigh*, M W F 10:40–11:50 a.m.

### 130a Intermediate German II

4 credits

*Gertraud Gutzmann*

M W F 8–9:10 a.m.

### 130b Intermediate German II

Reading and discussion of expository prose concerning German culture and civilization and of literary works by modern German authors. Prerequisite: 110D or 120a or permission of the instructor.

4 credits

*Joseph McVeigh*, M W F 8–9:10 a.m.

*Gertraud Gutzmann*, M W F 9:20–

10:30 a.m.

### 221a Reading, Conversation, and Composition

Study of a variety of contemporary texts; intensive practice of spoken and written German with special attention to idiom, syntax, and style.

4 credits

*Robert Davis*, M W F 10:40–11:50 a.m.

### 221b A repetition of 221a

4 credits

*Robert Davis*

M W F 9:20–10:30 a.m.

### 240b Analyzing and Writing

#### Contemporary German

Designed to assist intermediate students in understanding contemporary German texts from the perspective of purpose, content, and style. Materials will include advertisements, newspaper articles, letters, cartoons, speeches, official forms, literary selections, and song lyrics as well as taped interviews and conversations. Weekly practice in writing and a selective grammar review. Prerequisite: 221a or b, placement, or permission of the instructor.

4 credits

*Robert C. Davis*

M W F 10:40–11:50 a.m.

### 340a Advanced Studies in Translation and Style

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: 221a or equivalent.

4 credits

*Ingrid Winter*

T Th 8–9:10 a.m.

## B. German Literature and Civilization

### 225a Readings in German Literature

Reading and discussion of representative works of German literature from the Middle Ages to the present; works by authors such as Goethe, Hoffmann, Mann, Kafka, Brecht, and others. Prerequisite: 221a or permission of the instructor.

4 credits

*Willy Schumann*

T Th 9:30–10:50 a.m.

### 225b A continuation of 225a

4 credits

*Ingrid Winter*

T Th 9:30–10:50 a.m.



**281b German Civilization**

A survey of the cultural, social, economic, and political development of the German-speaking countries from the early Middle Ages to the end of World War II with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the nineteenth century, the Wilhelminian Era, the Weimar Republic, the "Third Reich"); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. In German. Prerequisites: 110D or 130a or 130b. Introductory courses in European History strongly recommended. 4 credits

*Willy Schumann*

M W F 9:20–10:30 a.m.

**CLT 305a Studies in the Novel****332a Sturm und Drang**

A study of representative works by Lessing, Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social, and political history. 4 credits

*Gertraud Gutzmann*

M W F 1–2 p.m.

**[333a Weimar Classicism]**

A study of some of the aesthetic, philosophical, and political issues of classical German Humanism as reflected in major works by Goethe and Schiller; emphasis on the classical drama. Also the impact of Weimar Classicism on later intellectual and political history. To be offered in 1987–88. 4 credits

**[334b Romanticism]**

The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the concept of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E. T. A. Hoffmann, and others. To be offered in 1987–88. 4 credits

**[335b Nineteenth-Century Literature]**

A study of representative works by authors

such as Heine, Büchner, Fontane, Nietzsche, Marx, and others. To be offered in 1987–88. 4 credits

**[336b The Modern Novel]**

The development of the traditional novel to new novel forms; the relationship of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass. To be offered in 1987–88. 4 credits

**338b The Modern Drama**

The development of the German drama from Expressionism to the present with attention to the historical context. Representative works by such authors as Wedekind, Kaiser, Barlach, Brecht, Weiss, Dürrenmatt, Frisch, and others. 4 credits

*Robert Davis*

M W F 1–2 p.m.

**301, 301a, 301b Special Studies**

Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits

**351b Seminar in German Studies**

Topic for 1986–87: Christa Wolf 4 credits

*Gertraud Gutzmann*

W 7:30–9:30 p.m.

**C. Courses in English****[227b Topics in German Literature]**

To be offered in 1987–88. 4 credits

**228b The New German Cinema**

Representative films of the New German Cinema (1962-present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of

women in postwar Germany. Practice in reading, seeing actively and critically, discussing what has been seen. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Syberberg, Kluge, Schlöndorff, Trotta, Wenders.  
4 credits

*Hans R. Vaget*

T Th 1–2:50 p.m.

### [234b History of the German Language]

Development of standard literary German from its origins to the present. Position within Indo-European languages; relation to other Germanic languages; changes in sounds and grammatical forms; foreign influences on vocabulary; dialects. In English. Prerequisite: 130a or b or permission of the instructor. To be offered in 1987–88.

4 credits

### HST 288a History and Literature of the Two Germanies: 1945 to the Present

*Joseph McVeigh*

T Th 8–9:10 a.m.

### CLT 361b The Faust Myth

*Hans R. Vaget*

Th 7:30–9:30 p.m.

## The Major

Adviser: Robert Davis.

Adviser for Study Abroad: Gertraud Gutzmann.

Requirements: based on 110D or 130a or b or the equivalent. Ten courses above the basis: 221a or b or 240b, 340a, [234b] or equivalent; 281b; 225a or b; 332a or [333a], [334b] or [335b] or equivalent; [336b] or 338b; 351b; one from [227b], 228b, [251a], HST 288a, CLT 361b.

## The Minor

Adviser: Robert Davis.

Requirements: based on 110D or 130a or b. Six courses above the basis: 221a or b or 240b; 225a or b; 281b; [234b] or equivalent; one from 332a, [333a], [334a], [335b], [336b], 338b; one from : [227b], 228b, [251a], HST 288a, 340a, CLT 361b.

## Honors

Director: Hans R. Vaget.

### 501, 501a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a one-semester thesis course (501a) or a year-long thesis course (501), as well as an oral examination in the general area of the thesis.

## Departmental Major and Minor in Government

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### Professors

Leo Weinstein, Ph.D.

\*Charles Langner Robertson, Ph.D.

Stanley Rothman, Ph.D.

Peter Niles Rowe, Ph.D.

Philip Green, Ph.D.

Donald Leonard Robinson, M.Div., Ph.D.

Susan C. Bourque, Ph.D.

Steven Martin Goldstein, Ph.D., *Chair*

†Donna Robinson Divine, Ph.D.

### Adjunct Professor

Catherine Rudder, Ph.D.

### Associate Professors

Walter Morris-Hale, Ph.D.

Martha A. Ackelsberg, Ph.D.

Donald C. Baumer, Ph.D.

### Assistant Professors

Richard Sobel, Ed.D.

Patrick Coby, Ph.D.

### Instructor

Elizabeth Doherty, M.A.

### Visiting Lecturers

<sup>2</sup>Ann Phillips, Ph.D.

**Professor in International  
Relations (at Mount Holyoke College  
under the Five College Program)**

W. Anthony K. Lake, Ph.D.

**Associate Professor (at Hampshire College  
Under the Five College Program)**

Michael T. Klare

### Assistant Professor

**(at Smith College under  
the Five College Program)**

Dennis T. Yasutomu, Ph.D.

For students who plan to major or do honors work in the department, appropriate courses in statistics, economics, sociology, and history are recommended. See also the Honors Program.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

### 100 Introduction to Political Science

For freshmen and sophomores only.

*First semester:* a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full year course.

*Leo Weinstein and*

*Members of the Department*

Lec. T Th 11–11:50 a.m.; dis. M 11–11:50

a.m., M 1–2 p.m., M 2:10–3 p.m., Th 1–1:50

p.m., Th 2–2:50 p.m., F 9:20–10:10 a.m.,  
F 10:40–11:50 a.m.

*Second semester:* first four weeks, lectures and discussion on the nature and development of modern political analysis. For the remainder of the course students choose among colloquia on various topics, focusing on the techniques used by political scientists to understand important issues. Colloquia will include such topics as: Gender and Power; Whatever Happened to Marxism?; Religion, Education, and Politics; Democracy and Foreign Policy; Why War?; Political Myths; The Politics of Poverty; The Politics of Class; How America Votes.

8 credits

*Martha Ackelsberg and*

*Members of the Department*

First four weeks: Lec. T Th 11–11:50 a.m.;

dis. M 1–2 p.m., M 2:10–3 p.m., M 3:10–4

p.m., Th 1–1:50 p.m., 2–2:50 p.m.; following

eight weeks colloquia T Th 11–11:50 a.m., M 1–2 p.m., Th 11–11:50 a.m., M 1–2 p.m., T 11–11:50 a.m., Th 11–11:50 a.m. and 1–2 p.m.

### **SSC 190a, 190b Introduction to Statistics for Social Scientists**

See Interdepartmental and Extradepartmental Course Offerings.

## **American Government**

### **200b American Government**

A study of the major institutions of American government and their interaction in the determination of public policy.

4 credits

*Donald Baumer*

M W F 9:20–10:30 a.m.

### **201a American Constitutional Development**

The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions; documents and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Not open to freshmen.

4 credits

*Leo Weinstein*

T Th 8–9:20 a.m.

### **202b American Constitutional Law**

Fundamental rights of citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen.

4 credits

*Leo Weinstein*

T Th 8–9:20 a.m.

### **203a American Political Parties**

An examination of the contributions, past, present, and potential, of parties to political representation, and to government institutions and policies.

4 credits

*Donald Robinson*

M W 10:40–11:50 a.m.; F 10:40–11:50 a.m. at the option of the instructor.

### **204a Urban Politics**

Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas, including poverty, education, and housing.

4 credits

*Martha Ackelsberg*

T Th 9:30–10:50 a.m.

### **[205b Political Participation]**

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups, and on the political system as a whole. To be offered in 1987–88.

4 credits

*Martha Ackelsberg*

### **206b The American Presidency**

An analysis of the executive power in the Constitution, and of the changing character of the executive branch.

4 credits

*Donald Robinson*

T 1–1:50 p.m., Th 1–2:50 p.m.

### **[207a Politics of Public Policy]**

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. To be offered in 1987–88.

4 credits

*Donald Baumer*

### **208a Elections in the Political Order**

The causes and consequences of electoral and nonelectoral politics. Voting and elections are viewed in the social context of



democracy. Topics include political socialization, partisanship, gender and minority politics, factors in the current elections, and related policy issues. Students analyze public polling data.

4 credits

*Richard Sobel*

M W 10:40–11:50 a.m.; F 10:40–11:50 a.m.

optional

### **208b Congress and the Legislative Process**

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution.

4 credits

*Donald Baumer*

M W F 2:10–3 p.m.

### **[209a Studies in Local Government]**

Internship with the City of Northampton involving both practical and theoretical work in local politics. Admission by permission of the director. To be offered in 1987–88.

4 credits

*Martha Ackelsberg, Director*

### **211b Sex and Politics**

The impact of sex on power and influence in American society. Not open to freshmen.

4 credits

*Susan Bourque*

T Th 9:30–10:50 a.m.

### **230b The Politics of Advanced Industrial Society**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with com-

parisons to Western Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

*Stanley Rothman*

W F 10:40–11:50 a.m.

### **PPL 252a Science, Technology, and Public Policy**

### **PPL 303b Seminar in American**

### **Government and International Relations**

### **304b Seminar in American Government**

Topic for 1986–87: Law, Justice, and Politics. A study of the relationship between law and justice emphasizing an examination of the nature and justification of punishment, but also dealing with selected issues on the relation of law to social change. Topics include the death penalty, plea bargaining, juvenile justice, and the rights of defendants and prisoners; also issues of busing and affirmative action. Where relevant the American legal system will be compared to those of other countries.

4 credits

*Stanley Rothman*

Th 3–4:50 p.m.

### **305b Seminar in American Government**

Topic for 1986–87: to be announced.

4 credits

*Donald Robinson*

T 3–4:50 p.m.

### **306b Seminar in American Government**

Topic for 1986–87: Public Opinion: Class and Politics. This seminar in the social context of public opinion focuses on the relationship of economic and social background and interests to values and opinions on issues of politics and democracy. Major concerns are the relationships between democracy and public opinion, social class, gender and opinion, and the differences in opinion toward, and effects of, policy by class. Students learn to analyze public opinion survey data.

4 credits

*Richard Sobel*

W 7:45–9:45 p.m.

**307a Seminar in American Government:  
Public Policy Analysis**

Topic for 1986–87: The Politics of Economic and Social Control. Examines the role of government in controlling economic and social behavior. Investigates competing models of when government should and should not intervene in various policy areas, and when involved, what role it should take. Examines issues in specific policy areas including social welfare and anti-poverty, the public interest and interest groups, education and training, corporate and governmental deviance, privacy and civil liberties, criminal justice, economic participation and public policy. Students choose a policy area for analysis in light of theories and practices of governmental intervention.

4 credits

*Richard Sobel*

W 7:30–9:30 p.m.

**308b Seminar in American Government**

Topic for 1986–87: to be announced.

Recommended background: 200b or 203a.

4 credits

*To be announced*

Th 1–2:50 p.m.

**[310b Seminar in Urban Politics]**

To be offered in 1987–88.

4 credits

*Martha Ackelsberg*

**311a Seminar in American Government**

Policy-making in the national government.

Open only to members of the Semester in Washington Program. Given in Washington, D.C.

4 credits

*Catherine Rudder*

To be arranged

**312a Semester in Washington Research  
Project**

Open only to members of the Semester in Washington Program.

8 credits

*Donald Baumer*

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## Comparative Government

**221b European Government**

A comparative analysis of the dynamics of political decision making in England, France, and Germany.

4 credits

*Elizabeth Doherty*

M W 9:20–10:30 a.m.

**222a Government and Politics of the  
Soviet Union**

An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist, and post-Stalinist political systems.

4 credits

*Steven Goldstein*

M W F 9:20–10:30 a.m.

**[223b Governments and Politics of the  
Middle East and North Africa]**

The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts within and the international relations of the region. To be offered in 1987–88.

4 credits

*Donna Robinson Divine*

**224a Latin American Political Systems**

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A

wide range of countries and political issues will be covered.

4 credits

*Susan Bourque*

T Th 9:30–10:50 a.m.

### **225a Government and Politics of Sub-Saharan Africa**

An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence, with emphasis on Tanzania, Kenya, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

M W 10:40–11:50 a.m.

### **226a Government and Politics of Japan**

See Five College Course Offerings by Five College Faculty.

### **[227a Government and Politics of Israel]**

A historical analysis of the establishment of the State of Israel and the formation of its economy, society, and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. No prerequisites or enrollment limitations. To be offered in 1987–88.

4 credits

*Donna Robinson Divine*

### **228b Government and Politics of China**

Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power.

4 credits

*Steven Goldstein*

M W F 9:20–10:30 a.m.

### **229b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

M W 10:40–11:50 a.m.

### **[230a Politics and Society]**

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet Union, Japan, and selected Asian and/or Latin American Third-World nations. Emphasis upon the interrelationship between politics and the broader socioeconomic and cultural environment. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. To be offered in 1987–88.

4 credits

*Stanley Rothman*

### **320a Seminar in Comparative Government**

Power and Politics in Africa: The Female Factor. The political and economic role of African women in the modern African state. Permission of the instructor required.

4 credits

*Walter Morris-Hale*

T 3–4:50 p.m.

### **324a Seminar in Comparative Government**

Political development in Latin America. Emphasis on the issues of gender and power in comparative perspective.

4 credits

*Susan Bourque*

T 3–4:50 p.m.



**[325b Seminar in Comparative Government: Communist Political Systems]**

Selected topics in domestic politics of communist nations. To be offered in 1987-88.

4 credits

*Ann Phillips*

**333b Seminar: The Politics of Capitalism**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and social democratic and democratic socialist alternatives to capitalism.

4 credits

*Philip Green*

W 7:30-9:30 p.m.

## International Relations

240a is suggested preparation for all other courses in this field.

**240a International Politics**

The context, practices, and problems of international politics; the nature of independence in an interdependent world.

4 credits

*Elizabeth Doherty*

W F 10:40-11:50 a.m.

**241b The Politics of International Economic Relations**

The growth of the Western-dominated state system and its spread to the rest of the world; the tension between the sovereign independent state and economic interdependence; the development of international economic organizations; their successes and failures; Western, East-West, and North-South trading, investment, and monetary relations.

4 credits

*Charles Robertson*

T Th 9:30-10:50 a.m.

**242b International Law**

The function of law in the international community, with special reference to its relationship to politics and social change.

4 credits

*Peter Rowe*

M W F 10:40-11:50 a.m.

**243a Foreign Policy of the United States since 1898**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present.

4 credits

*Peter Rowe*

M W F 10:40-11:50 a.m.

**[244b Foreign Policy of the United States]**

Concepts for analysis of internal and external factors in the making of foreign policy decisions and control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War. To be offered in 1987-88.

4 credits

*Charles Robertson*

**248a The Vietnam War**

See Five College Course Offerings by Five College Faculty.

*Anthony Lake*

**251b War, Revolution and Intervention**

See Five College Course Offerings by Five College Faculty.

*Michael Klare*

**[340a Seminar in International Law]**

To be offered in 1987-88.

4 credits

*Peter Rowe*

**341b Seminar in International Politics**

Arms Control and Disarmament. An examination of the history, theory, practice, and possibilities of various forms of arms limitations as one approach to peace.



4 credits

*Charles Robertson*

Th 3–4:50 p.m.

**342a Seminar in Comparative and International Politics**

Topic for 1986–87: The Struggle for Control Over Foreign Policy: The President v. Congress. Constitutional theory and case studies.

4 credits

*Peter Rowe*

T 1–2:50 p.m.

**[343b Seminar on Foreign Policy of the Chinese People's Republic]**

The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. To be offered in 1987–88.

4 credits

*Steven Goldstein*

**344b Seminar in International Politics**

South Africa in World Politics. The impact of South African policies on African states and on the world community. By permission of the instructor.

4 credits

*Walter Morris-Hale*

T 3–4:50 p.m.

**345b Seminar in International Politics**

4 credits

*To be announced*

To be arranged

**346a Seminar in International Politics**

Topic for 1986–87: The United States and Western Europe. An examination of the major themes and issues in the relationship between the United States and Western Europe since 1945. The course seeks both to provide an historical overview of the evolving partnership and to examine a number of important contemporary issues.

4 credits

*Elizabeth Doberty*

W 7:30–9:30 p.m.

**347b Seminar on Soviet Foreign Policy**

Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period.

4 credits

*Ann Phillips*

T 3–4:50 p.m.

**[348a Seminar in Comparative Government and International Relations]**

The Arab-Israeli Dispute. An analysis of the causes of the dispute. An examination of the history of Arab-Israeli confrontations and their ramifications for the rest of the world. To be offered in 1987–88.

4 credits

*Donna Robinson Divine*

**349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

See Five College Course Offerings by Five College Faculty.

*Dennis Yasutomo*

T 1–2:50 p.m.

## Political Theory

**260a Ancient and Medieval Political Theory**

Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material is both historical and analytical.

4 credits

*Patrick Coby*

M W F 10:40–11:50 a.m.

**260b History of European Political Theory, 1500–1800**

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the

question of man's capacity to create and control political systems.

4 credits

*Patrick Coby*

M W F 10:40–11:50 a.m.

### 261a Political Theory of the Nineteenth and Twentieth Centuries

A study of the major liberal and non-liberal political theories of the nineteenth and early twentieth centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, and Marcuse. Not open to freshmen.

4 credits

*Philip Green*

T 1–2:50 p.m., Th 1–1:50 p.m., discussion hour, Th 2–2:50 p.m. at the option of the student.

### 261b Problems in Democratic Thought

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, representation, participation, majority rule vs. minority rights, and equality. Selected readings from classical and contemporary political thought. Not open to freshmen.

4 credits

*Philip Green*

T 1–2:50 p.m., Th 1–1:50 p.m.; Th 2–2:50 p.m. at the option of the student.

### 263b Human Nature and Politics

An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American lifestyles.

4 credits

*Stanley Rothman*

W F 9:20–10:30 a.m.

### 264 Selected Topics in Political Theory

An intensive study of selected theorists and themes in political theory. Open to government honors students and majors, and to other qualified students by permission of the instructor.

8 credits

*Leo Weinstein*

T 1–2:50 p.m., Th 1–1:50 p.m.

### 265a Decentralism

Topic for 1986–87: Lessons of the Spanish Anarchist Movement. An exploration of the nature and consequences of the social and economic revolution that took place in Republican Spain during the Spanish Civil War (1936–39), with an eye to their implications for contemporary decentralist movements. Among the topics to be considered: education for self-management; relationships between workplace organizing, community organizing, and urban social movements; changes in the built environment; women in a revolutionary movement; the relationship between revolutionary movements and electoral participation. (E). (During the first part of the semester, the course will meet at Smith College. The second half of the meetings will be at Hampshire College.)

4 credits

*Martha Acklesberg*, (Smith)

*Myrna Breitbart*, (Hampshire College)

M 7:30–9:30 p.m.

### 361a Seminar in American Political Thought

Topic for 1986–87: The American Founding. An examination of the political debates of the 1780's and the 1790's, the years when the Constitution was established and when Federalist and Republican interpretations began to take shape. Course materials will include *The Records of the Federal Convention*, *The Federalist Papers*, selected anti-Federalist writings, plus selections from the works of Jefferson, Madison, and Hamilton.

4 credits

*Patrick Coby*

Th 7:30–9:30 p.m.

**[363a Seminar in Political Theory: Theories of Capitalist Political Economy]**  
 Intensive reading in classical theories of capitalist political economy: Rousseau's *Discourse on Political Economy*, Smith's *Wealth of Nations*, Marx's *Capital*, and Mill's *Principles of Political Economy*. The seminar will conclude with readings from contemporary feminist discussions of capitalism. Prerequisites: GOV 100 or equivalent; ECO 150 or 153 or the equivalent. To be offered in 1987-88.

4 credits  
*Philip Green*

**364b Seminar in Political Theory: Feminist Theory**

Through a study of historical and contemporary writings about women and politics, this seminar examines descriptive and normative theories about women's place in society and political life, and the impact of gender, race, and class on political behavior. It also explores the ways in which taking gender as a category of analysis affects our theorizing about political life. Prerequisites: 100 or the equivalent; at least one course which addresses issues of gender in society (preferably from the list of courses approved for the minor in Women's Studies).

4 credits  
*Martha Ackelsberg*  
 W 7:30-9:30 p.m.

**381, 381a, 381b Special Studies**

Admission for majors by permission of the department.  
 4 credits

## The Major

**Advisers:** Martha Ackelsberg, Donald Baumer, Susan Bourque, Patrick Coby, Steven Goldstein, Philip Green, Walter Morris-Hale, Charles Robertson (second semester), Donald Robinson (first semester), Stanley Rothman, Peter Rowe (first semester), Richard Sobel, Leo Weinstein, Dennis Yasutomo.

**Adviser for Study Abroad:** Peter Rowe.

**Pre-law Adviser:** Leo Weinstein.

**Graduate School Adviser:** Philip Green.

**Director of the Jean Picker Washington Intern Programs:** Donald Baumer.

**Basis:** 100 or, in exceptional circumstances, an equivalent course or courses approved by the chair.

**Requirements:** 10 semester courses, including the following:

- (1) 100;
- (2) one course in each of the following fields: American Government, Comparative Government, International Relations, and Political Theory;
- (3) two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
- (4) two additional elective courses.

**Majors** may spend the junior year abroad if they meet the college requirements.

## The Minor

**Advisers:** same as those listed for the major.

Based on 100, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

## Honors

**Director:** Walter Morris-Hale.

Students eligible for the honors program may enter as juniors. Resident seniors as well as those returning from a junior year at other institutions and the Junior Year in Geneva may also apply before the end of the first week of classes in September. There will be an orientation meeting for



Honors candidates on the first Wednesday of the fall semester at 3 p.m. in the office of the Director.

Basis: 100 and at least one other course in government or, in exceptional circumstances, an equivalent number of courses approved by the chair.

#### **501a Thesis** 8 credits

Requirements:

1. Eight semester courses, including:
  - (a) two courses in political theory or 264 (Selected Topics in Political Theory) or two courses in political theory; and
  - (b) a senior thesis (501a) to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.
2. An oral examination based on the thesis and the field in which it was written, to be taken in the second semester of the senior year. A candidate will select three courses which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single field of government as described in the *Catalogue*.

### **Jean Picker Semester-in-Washington Program**

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors, and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at

the national level. Students are normally resident in Washington from June, preceding the semester, through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, 203a, 206a, 207a, and 208b. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: 4 credits for a seminar in policy-making (311a); and 8 credits for an independent research project (312a), normally culminating in a long paper, due in Northampton no later than January 10 immediately following the semester in Washington.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington.



## Departmental Major and Minor in History

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### Professors

Mary Maples Dunn, Ph.D.  
Klemens von Klemperer, Ph.D.  
Louis Cohn-Haft, Ph.D.  
Nelly Schargo Hoyt, Ph.D.  
Stanley Maurice Elkins, Ph.D.  
Robert M. Haddad, Ph.D. (History and  
Religion & Biblical Literature)

\*\*Joan Afferica, Ph.D.

R. Jackson Wilson, Ph.D.  
Lester K. Little, Ph.D., *Chair*

†Howard Allen Nenner, LL.B., Ph.D.

\*Joachim W. Stieber, Ph.D.

Neal E. Salisbury, Ph.D.

### Associate Professor

Daniel K. Gardner, Ph.D.

### Assistant Professors

\*Maurice Isserman, Ph.D.  
David W. Walker, Ph.D.

### Lecturer

<sup>1</sup>Susan Grigg, Ph.D.

### Visiting Lecturers

<sup>1</sup>William Johnston, Ph.D.

<sup>2</sup>Colin Lucas, D. Phil.

<sup>2</sup>Sean Redding, Ph.D.

<sup>1</sup>Alice Kelikian, D.Phil.

<sup>2</sup>Deborah Valenze, Ph.D.

<sup>1</sup>Joan Ibish, Ph.D.

<sup>2</sup>Elizabeth Tsunoda, M.A.

### Assistant

<sup>1</sup>Robert Weir, M.A.

Students who are considering a major or advanced work in history are encouraged to enroll in HST 100a or 101a or 113a, and 100b or 102b or 113b. Those planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Introductory Courses

### 100a A Tripartite Medieval World

An examination of the interaction of Latin Christian, Greek Christian, and Islamic society from the christianizing of the Roman Empire in the fourth century to the fall of Constantinople in 1453. Normally for freshmen and sophomores; others may be admitted by permission of the Director.  
4 credits

*Robert Haddad, Director*

Lec. M W 1–2 p.m.; dis. T 1–2:50 p.m., T 3–4:50 p.m., Th 1–2:50 p.m., Th 3–4:50 p.m.

### 100b Ideas and Institutions in European History, 1450–1920

The development of the characteristic features of European civilization from the Renaissance until the end of the First World War. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 credits

*Joachim Stieber, Director*

Lec. M W 11–11:50 a.m.; dis. W 2:10–4 p.m., Th 1–2:50 p.m.

### 101a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.–A.D. 325

The cultural bases of Western Civilization from the invention of democracy in Athens to the christianizing of the Roman Empire.  
4 credits

*Louis Cohn-Haft, Director*

Lec. M W 8–9:10 a.m.; dis. F 8–9:10 a.m.

**102b Varieties of Historical Perspective**

Proseminars on topics in and approaches to history. Registration limited; preference given to freshmen and sophomores. Each proseminar is suitable for students without prior training in history.  
4 credits

**A. Women in Colonial America**

*Mary Maples Dunn*

Th 3–4:50 p.m.

**113a An Introduction to the History of the United States, 1492–1876**

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 credits

*R. Jackson Wilson, Director*

Lec. M W 1–1:50 p.m.; dis. M W 2:10–3 p.m.,  
M W 3:10–4 p.m.

**113b An Introduction to the History of the United States, 1876–1985**

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the Director.

4 credits

*Maurice Isserman, Director*

Lec. M W 1–1:50 p.m.; dis. M W 3:10–4 p.m.,  
T 1–2:50 p.m., Th 3–4:50 p.m.

**Lectures and Colloquia**

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated.

**Antiquity****201b (L) The Ancient Near East**

Introduction to the history and rediscovery of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire.

4 credits

*Louis Cohn-Haft*

T Th 9:30–10:50 a.m.

**202a (L) The Great Age of Greece, 500–336 B.C.**

Alternates with 204a.

4 credits

*Louis Cohn-Haft*

M W F 10:40–11:50 a.m.

**203b (C) The Culture of Hellenistic Greece, 336–30 B.C.**

Alternates with 205b.

4 credits

*Louis Cohn-Haft*

T 1–2:50 p.m.

**[204a (C) The Roman Republic]**

Alternates with 202a. To be offered in 1987–88.

4 credits

*Louis Cohn-Haft*

**[205b (L) The Roman Empire]**

Alternates with 203b. To be offered in 1987–88.

4 credits

*Louis Cohn-Haft*

**Islamic Middle East****207b (L) Islamic Civilization to the Fifteenth Century**

The emergence, development, and decline of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern society after the disintegration of the Roman and Iranian Empires.

4 credits

*Robert Haddad*

M W F 9:20–10:30 a.m.

**[208b (L) Islamic Civilization since the Fifteenth Century]**

The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West. To be offered in 1987–88.

4 credits

*Robert Haddad*

**East Asia****211a (L) The Emergence of China**

A survey of Chinese society and civilization from c. 1000 B.C. to A.D. 900. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.

4 credits

*Daniel Gardner*

T Th 9:30–10:50 a.m.

**212b (L) East Asia in Transformation, A.D. 900–1850**

A survey of Chinese society and civilization from A.D. 900–1850. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.

4 credits

*Daniel Gardner*

T Th 9:30–10:50 a.m.

**213b (C) Aspects of Chinese and Japanese History**

Topic for 1986–87: Modern Japan from Shogunate to Superstate.

4 credits

*Elizabeth Tsunoda*

W 2:10–4 p.m.

**214a (C) Aspects of Chinese History**

Topic for 1986–87: Confucianism in Chinese Society. The course has two main components: a study of the development of Confucian thought from the time of Confucius (6th c. B.C.) until the present century; and an examination of the relationship between Confucianism and the political order, the family and kinship, arts and letters, and religion.

4 credits

*Daniel Gardner*

Th 1–2:50 p.m.

**218b (C) Thought and Art in the Sung Dynasty**

Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China (960–1279 A.D.). Prerequisite: one course in Chinese history or Chinese art. Enrollment limited to 20. (E)

4 credits

*Daniel Gardner (History)*

*Marilyn Rbie (Art and East Asian Studies)*

T 1–4 p.m.

**Europe****219a (L) Europe in the Age of Migration, 300–1050**

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish, and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque.

*Lester Little*

T Th 8:10–9:20 a.m.

**220b (L) Europe in the Age of the Commercial Revolution, 1050–1300**

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity, and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic.

4 credits

*Lester Little*

T Th 8:10–9:20 a.m.

**[221a (L) Social History of European Monasticism]**

From the Benedictines to the Jesuits: recruitment, patronage, governance, livelihood, and reciprocal ties with society. Comparison with other monastic movements and modern communal alternatives

to traditional family structures. To be offered in 1987–88.

4 credits

*Lester Little*

**[222b (L) Early English History]**

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. To be offered in 1987–88.

4 credits

*Lester Little*

**[223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy]**

Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to freshmen by permission of the instructor only. To be offered in 1987–88.

4 credits

*Joachim Stieber*

**[224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times]**

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to freshmen by permission of the instructor only. To be offered in 1987–88.

4 credits

*Joachim Stieber*

**JUD 226a Jews and European Civilization from Roman Times to the Expulsion from Spain (c. 30–1492)**

**JUD 226b Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492–1942)**

**JUD 383a Jewish Studies Colloquium**  
Topic for 1986–87: History and Literature of the Holocaust.

**[227a (L) Tudor England]**

To be offered in 1987–88.

4 credits

*Howard Nenner*

**[228b (L) Stuart England from Revolution through Industrialization]**

To be offered in 1987–88.

4 credits

*Howard Nenner*

**229b (C) Industrialization and Social Change in England, 1750–1940**

Topics include the transition to factory industry, political reform and social class, Victorianism and women, imperialism, the labor movement, and the First World War.

4 credits

*Deborah Valenze*

M 1–3 p.m.

**[230a (L) A Social and Cultural History of England, 1830–1940]**

To be offered in 1987–88.

4 credits

*Howard Nenner*

**232b (C) Problems in the French Revolution**

An analysis of the political, social, and cultural conflicts in France, 1789–99; attempts at restoring stability; and the varieties of interpretation in explaining these events.

4 credits

*Colin Lucas*

W 1–2:50 p.m.

**233b (L) France since Napoleon**

The evolution of modern France since 1815 with particular emphasis on problems of continuity and change in society and politics and on the relationship between socio-economic change and political behavior.

4 credits

*Colin Lucas*

T Th 9:30–10:50 a.m.

**239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars**

The political, social, and cultural roots of



Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state.

4 credits

*Joan Afferica*

T Th 1-2:50 p.m.

**[240a (L) Tradition and Change in Russian and Soviet History, 1801-1982]**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the relationship between society and state in Soviet Russia. To be offered in 1987-88.

4 credits

*Joan Afferica*

**[245b (L) The Age of Monarchy and Revolution, 1618-1815]**

A comparative analysis of political, social, and economic problems of continental Europe from the beginning of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only. To be offered in 1987-88.

4 credits

*Nelly Hoyt*

**246a (L) The Search for Happiness**

The intellectual history of Europe in the Age of Enlightenment.

4 credits

*Nelly Hoyt*

M W F 8-9:10 a.m.

**250a (L) Europe in the Nineteenth Century**

The problem of secularization and the rise of ideologies; the triumph and failure of middle-class culture and politics, and the challenge of the new mass movements; the maturing of the nation-state, the working of the concert of Europe and its breakdown in the early twentieth century.

4 credits

*Klemens von Klemperer*

T Th 9:30-10:50 a.m.

**250b (L) Europe Between the Two World Wars**

The great illusions: the Wilsonian and Marxist visions; Europe between normality and crisis; the culture of the twenties and thirties; the problems of totalitarianism; appeasement and the road to World War II.

4 credits

*Klemens von Klemperer*

T Th 8-9:20 a.m.

**252a (C) Cultural Criticism in France and Germany Since 1750**

Intellectual history through study of major cultural critics of the modern era from Rousseau and de Tocqueville to Camus and Beauvois and from Schiller and Heine to Spengler and Jaspers. Concepts of alienation, progress, decadence, mass society, generational revolt, intellectual mission, and feminist critique will be traced. Preference for students who have taken HST 100b and/or 250a. To be offered once only. (E)

4 credits

*William M. Johnston*

W 2:10-4 p.m.

**258b (C) Problems in Twentieth-Century African History**

4 credits

*Sean Redding*

Th 1-2:50 p.m.

**Latin America**

**260a (L) Colonial Latin America, 1492-1821**

A survey of Latin American social and economic history from the Spanish and Portuguese expeditions of discovery and conquest in the sixteenth century until the coming of the Wars of Independence early in the nineteenth century. Particular emphasis is given to the institutional framework of Ibero-American colonialism. Open to freshmen.

4 credits

*David Walker*

T Th 8-9:20 a.m.

**261b (L) National Latin America, 1821 to the Present**

A topical survey of Latin American history from the creation of a new community of independent nations early in the nineteenth century until the struggles of national liberation in the 1980s. Particular emphasis is given to modernization and its consequences for Latin American societies. Open to freshmen.

4 credits

*David Walker*

T Th 9:30–10:50 a.m.

**262a (L) Modern Mexico**

The history of Mexico as an independent nation. Particular attention is given to an analysis of recurring problems in Mexican political and economic development.

4 credits

*David Walker*

T Th 9:30–10:50 a.m.

**263a (C) Continuity and Change in Spanish America and Brazil**

Topic for 1986–87: Latin American Revolutions.

4 credits

*David Walker*

W 7:30–9:30 p.m.

**United States****[266a (L) The Colonial Experience in North America]**

Social, political, and cultural developments in eastern North America (with emphasis on the British colonies) from the earliest Indian-European contacts to the outbreak of the American Revolution. To be offered in 1987–88.

4 credits

*Neal Salisbury*

**267b (L) American Indians and American Society: A Historical Survey**

An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians, from

pre-Columbian times to the present.

4 credits

*Neal Salisbury*

T Th 9:30–10:50 a.m.

**268b (L) America as a New Nation: The Federalists and Republicans, 1789–1820**

Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe.

4 credits

*Stanley Elkins*

M W 9:20–10:30 a.m.

**[271a (L) The Age of Reform, 1892–1940]**

Focus on the impact of reform movements on American politics and society. Populism, Progressivism, the New Deal, industrial unionism, and the struggle for black rights. To be offered in 1987–88.

4 credits

*Maurice Isserman*

**272a (L) United States Social History, 1815–1890**

Social, economic, and cultural transformations during the age of industrialization.

Focal topics: class, race, and ethnicity; sex roles and the family; religion, reform, and popular culture.

4 credits

*Neal Salisbury*

T Th 9:30–10:50 a.m.

**273b (L) Contemporary America, World War II to the Present**

Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity.

4 credits

*Maurice Isserman*

M W F 9:20–10:30 a.m.

**275a (L) Intellectual History of the United States, 1620–1860**

4 credits

*R. Jackson Wilson*

M W 10:40–11:50 a.m.

**276b (L) Intellectual History of the United States, 1860 to the Present**

4 credits

*R. Jackson Wilson*

M W 10:40–11:50 a.m.

**[278a (L) Transformation of Work in Nineteenth- and Twentieth-Century America]**

The cultural and social impact of industrialization as experienced by American workers, both in the workplace and the family. The rise of the factory system, "scientific management," and the struggle for workers' control on the shop floor. Particular attention to the way new techniques of production and management transformed "women's work" in the workplace and the home. To be offered in 1987–88. (E)

4 credits

*Maurice Isserman*


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**Methodological, Comparative, Cross-Listed, and Inter-Departmental Courses**

Note: all courses in History of Science may be taken for History credit.

**[AAS 217a History of the Afro-American Woman and the Feminist Movement, 1830 to the Present]****CLS 230b The Historical Imagination****AAS 270a The History of the South since the Civil War****AAS 277a The Jazz Age****[280a (C) Problems of Inquiry]**

Introduction to methods of historical research, analysis, and writing. To be offered in 1987–88.

4 credits

**282a (C) History, Historians, and Meaning in History**

Special topics in the writing and interpretation of history.

4 credits

*Nelly Hoyt*

M W (F optional) 10:40–11:50 a.m.

**ECO 283a American Economic History: Colonial Times to 1870****ECO 285b American Economic History: 1870–1950**

(For History majors, prerequisite Economics 153a or b only).

**AAS 286b History of Afro-American People****288a (L) History and Literature of the Two Germanies: 1945 to Present**

De-nazification and "re-education"; comparative politics and institutions in the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG); comparative literary trends; confrontation with the German legacy vs. Socialist Realism and the view of the future; popular culture in the East and West: drama, film, the press.

4 credits

*Joseph McVeigh (German)*

T Th 8–9:20 a.m.

**291a (C) Topics in Comparative History**

Topic for 1986–87: Family, Kin, and Sentiment in Modern Europe. The European Family, 1700–1940. Prerequisite: a course in American or British history, or in twentieth-century economics or government.

4 credits

*Alice Kelikian*

T 1–2:50 p.m.

**292a (C) Modern European Studies in History**

Topic for 1986–87: Multinational Empires: Russia and Austria in the Nineteenth and Early Twentieth Centuries.

4 credits

*Joan Afferica, Klemens von Klemperer*

W 7:30–9:30 p.m.

**AMS 302b Seminar: The Material Culture of New England, 1670–1840**

[IDP 326b Patronage of Music in Renaissance and Early Modern Europe]

To be offered in 1987–88.

**EDC 381a The Teaching of History and the Social Studies**


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**Seminars**
**301a, 301b Special Studies**

By permission of the department, for qualified upperclassmen.

4 credits

**307b Problems in the History of the Islamic Middle East**

Topic for 1986–87: The Unity of Religious and Political Authority in Islam: Fact or Fiction?

4 credits

*Robert Haddad*

M 7:30–9:30 p.m.

**[317b Topics in Chinese History]**

To be offered in 1987–88.

4 credits

*Daniel Gardner*

**320a Early European History to 1300**

Topic for 1986–87: Curses, Maledictions, Anathemas, and Excommunication. Textual study of specific formulas of damnation and exclusion, followed by analysis of their literary background, their ideological justification, their historical contexts, and their cultural and psychological functions.

4 credits

*Lester Little*

W 7:30–9:30 p.m.

**324b Topics in European History, 1300–1660**

Topic for 1986–87: The Theory and Practice of Government in a Society of Orders. An examination of forms of government and social organization in early modern Europe, including petty lordships, village communities, towns, kingdoms, religious orders and corporations, and ecclesiastical principalities, including the papacy.

4 credits

*Joachim Stieber*

T 3–4:50 p.m.

**[327a Topics in British History]**

To be offered in 1987–88.

4 credits

*Howard Nenner*

**[339b Topics in Russian History]**

See History 292a. To be offered in 1987–88.

4 credits

*Joan Afferica*

**346b Problems in Eighteenth-Century Intellectual History**

Topic for 1986–87: Science and Magic in an Age of Enlightenment.

4 credits

*Nelly Hoyt*

M 7:30–9:30 p.m.

**[350b Modern Europe]**

To be offered in 1987–88.

4 credits

**[355b Topics in European Social History]**

To be offered in 1987–88.

4 credits

**[361a Problems in the History of Spanish America and Brazil]**

To be offered in 1987–88.

4 credits

*David Walker*



**[365a Topics in Colonial American History]**

To be offered in 1987–88.

4 credits

*Neal Salisbury***[366a The American Revolution, 1763–1783]**

To be offered in 1987–88.

4 credits

*Stanley Elkins***367a Problems in American History**

Topic for 1986–87: The Rise and Fall of the Cotton Kingdom: The American South, 1815–1865.

4 credits

*Stanley Elkins*

T 3–4:50 p.m.

**375b Problems in United States Intellectual History**

Topic for 1986–87: Family, Religion, and Culture in America, 1800–1860.

4 credits

*R. Jackson Wilson*

M W 2:10–3 p.m.

**383a Research in Women's History: The Sophia Smith Collection**

Topic for 1986–87: American Women in the Progressive Era.

4 credits

*Susan Grigg*

Th 3–4:50 p.m.

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**Graduate****400a, 400b Research and Thesis**

4 credits

**401a, 401b Special Problems in Historical Study**

Arranged individually with graduate students.

4 credits

**421a Problems in Early Modern History**

4 credits

**441a Problems in Modern European History**

4 credits

**471b Problems in American History**

4 credits

**The Major****Advisers:** Louis Cohn-Haft, Stanley Elkins, Daniel Gardner, Robert Haddad, Lester Little, Klemens von Klemperer, David Walker, R. Jackson Wilson.**Adviser for Study Away:** Nelly Hoyt.All sophomores planning to study away from Smith and seniors returning (except those who honor) *must* have their programs approved by the departmental adviser for study away.

The history major comprises 11 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis of the major.
2. Field of concentration: five courses consisting of *either*
  - (a) one history seminar and four courses at the 200-level, no more than two of which may be related courses in other disciplines; *or*
  - (b) two seminars and three courses at the 200-level, one of which may be a related seminar or course in another discipline.
3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should

complete the requirements for the basis of the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 100b (for 4 credits) toward the major; or, a student who has passed the AP examination in American history may count this as the equivalent of HST 113b (for 4 credits) toward the major.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

## The Minor

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses, distributed as follows:

1. The basis of the minor normally will be any two 100-level courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the minor.
2. Field of concentration: three courses, one of which must be a seminar.

## Honors

**Director:** Stanley M. Elkins.

### 501a Thesis 8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than pre-registration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the Director of Honors in the spring semester and must apply not later than the second day of

classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for 8 credits during the fall semester of the senior year.

Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the Director of Honors.

Honors students will present 12 courses (48 credits) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the ten courses that follow the basis for the major, differs from that of regular majors and will be as follows:

- (1) Four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
- (2) The thesis counting for two courses (8 credits);
- (3) One semester course in ancient history or a related course in Ancient Studies;
- (4) Three history courses or seminars (12 credits) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars: The eight courses (32 credits) that follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional credits, upon consultation with the Director of Honors.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society,

300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

## Modern European Studies in History

This interdisciplinary program offered to history majors is designed to coordinate courses in modern European history (1789 to the present) with related areas of study.

The program consists of 12 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: eight semester courses consisting of:
  - (a) two 200-level courses (8 credits) and two seminars in modern European history, one of the latter

being the integrating course (292a) taken either in the junior or senior year; and

- (b) four 200-level courses (16 credits) dealing with the modern European period in related disciplines.
3. Two additional courses (8 credits) in history outside the field of concentration.

Majors in Modern European Studies in History may apply for admission to the departmental Honors Program. They may also participate in study abroad programs in Europe during the junior year with the permission of their major adviser.

All students interested in Modern European Studies in History should contact Klemens von Klemperer. Since preference for enrollment in 292a will be given to declared majors in the program, interested students are advised to sign up early in the History Department office for this limited-enrollment course.

## Interdepartmental Minor in History of the Sciences

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### Advisers

Kathryn Addelson, Professor of Philosophy

George Fleck, Professor of Chemistry

Nelly Hoyt, Professor of History

Douglas Patey, Associate Professor of English

Marjorie Senechal, Professor of Mathematics, *Director*

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The Smith College Program in the History of the Sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts, and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

**Requirements:** six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and which must include Special Studies in History of Science (301a or b), directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.

### Courses in the Program (1986–87):

#### 101a American Science in the Making

An examination of science and scientists in cultural and social contexts. Benjamin Franklin and Thomas Jefferson as scientists, the impact of Darwinism in the United States, and science in twentieth century America. The course includes special case studies on science and scientists at Smith College.

4 credits

*Kathryn Addelson (Philosophy)*

T Th 9:30–10:50 a.m.

#### 203a Perspectives in the History of Science

Topic for 1986–87: The Technology of Reading and Writing. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include: poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy.

4 credits

*Douglas Patey*

T Th 8–9:20 a.m.

#### 203b Perspectives in the History of Science

An introductory history of Western science in its cultural context. For 1986–87 this history is organized around the development of theories of the structure of matter. Lectures, discussions, and laboratory demon-



strations. Open to all upperclassmen; freshmen by permission of the instructor.

4 credits

*George Fleck*

T Th 8–9:20 a.m.

**301a, 301b Special Studies**

4 credits

**305b Seminar: Topic for 1986–87:**

**Magic in an Age of Enlightenment**

4 credits

*Nelly Hoyt*

M 7:30–9:30 p.m.

**ANT 131b Human Evolution**

**AST 234b History of Astronomy**

**HST 346b Problems in Eighteenth  
Century Intellectual History**

**MTH 350b Topics in the History of  
Mathematics**

**PPY 209a Philosophy and History of  
Psychology**

## Interdepartmental Minor in International Relations

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### Advisers

- \*Charles Robertson, Professor of Government  
 Peter Rowe, Professor of Government, *Director*  
 Cynthia Taft Morris, Professor of Economics  
 Charles Staelin, Associate Professor of Economics  
 \*\*Stuart Brown, Assistant Professor of Economics  
 David Walker, Assistant Professor of History
- 

The International Relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

Requirements: GOV 240, International Politics; *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

GOV 242	International Law
GOV 340	Seminar in International Law
GOV 341	Seminar in International Politics: Arms Control and Disarmament
[ANT 236]	Economic Anthropology
ANT 332	Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies

PWS 200	Peace and War in the Nuclear Age: An Interdisciplinary Approach
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2. One course in international economics or finance:

GOV 241	Politics of International Economic Relations
ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
[ECO 208]	European Economic History
ECO 209	Comparative Economic Systems
ECO 211	Economic Development
ECO 305	Seminar: International Economics
ECO 309	Seminar: Topics in Comparative Economic Systems
ECO 311	Seminar: Topics in Economic Development

3. One course in contemporary American foreign policy:

GOV 243	Foreign Policy of the U.S. since 1898
[GOV 244]	Foreign Policy of the U.S.
GOV 248	The Vietnam War

- |         |   |         |   |
|---------|---|---------|---|
| GOV 346 | Seminar in International Politics: The United States and Western Europe | GOV 320 | Seminar in Comparative Government: Power and Politics in Africa   |
| ECO 290 | The Economics of Defense  | GOV 344 | Seminar in International Politics: South Africa in World Politics |
| HST 273 | Contemporary America: World War II to the Present                       | ANT 231 | Africa: A Continent in Crisis                                     |
4. One course in modern European history or government with an international emphasis:
- |           |  |           |  |
|-----------|--|-----------|--|
| HST 250   | Europe in the Nineteenth Century   | HST 212   | East Asia in Transformation A.D. 900–1850  |
| [HST 350] | Modern Europe  | HST 213   | Aspects of Chinese and Japanese History: Modern Japan from Shogunate to Superstate     |
| HST 233   | France since Napoleon  | HST 214   | Aspects of Chinese History   |
| [HST 240] | Tradition and Change in Russian and Soviet History, 1801–1982                              | GOV 226   | Government and Politics of Japan   |
| HST 258   | European Imperialism in Theory and Practice: Problems in Twentieth-Century African History | GOV 228   | Government and Politics of China   |
| [HST 259] | Nationalism and the End of Empire in India and Africa, 1940–1980                           | [GOV 343] | Seminar on Foreign Policy of the Chinese People's Republic                             |
| HST 292   | Modern European Studies in History   | GOV 349   | Seminar in Comparative Government and International Relations: Foreign Policy of Japan |
| GOV 221   | European Government  |           |  |
| GOV 222   | Government and Politics of the Soviet Union  |           |  |
| [GOV 325] | Seminar in Comparative Government: Communist Political Systems                             |           |  |
| GOV 347   | Seminar: Soviet Foreign Policy   |           |  |
| [ECO 208] | European Economic History  |           |  |
5. One course on the economy, politics, or society of a Third-World area:
- Africa
- |           |  |           |  |
|-----------|--|-----------|--|
| [GOV 223] | Governments and Politics of the Middle East and North Africa | [GOV 348] | Seminar in Comparative Government and International Relations. The Arab-Israeli Dispute  |
| GOV 225   | Government and Politics of Sub-Saharan Africa                | HST 307   | Seminar: Problems in the History of the Islamic Middle East: The Unity of Religious and Political Authority in Islam: Fact or Fiction? |
- Asia
- |  |  |           |  |
|--|--|-----------|--|
|  |  | [GOV 223] | Governments and Politics of the Middle East and North Africa |
|  |  | REL 275   | Islam  |
- Middle East
- Latin America
- |         |                                   |
|---------|-----------------------------------|
| ECO 318 | Seminar: Latin American Economics |
|---------|-----------------------------------|

GOV 224	Latin American Political Systems
GOV 324	Seminar in Comparative Government
HST 261	National Latin America, 1821 to the Present
HST 262	Modern Mexico

At the discretion of the adviser, equivalent courses at other colleges could be substituted for Smith College courses. At least one of the six courses should be at the seminar level.



## Departmental Major and Minor in Italian Language & Literature

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### Associate Professors

Margherita Silvi Dinale, Dottore in Lettere  
§Iole Fiorillo Magri, A.M., Dottore in Lingue  
e Letterature Straniere  
Alfonso Procaccini, Ph.D., *Chair*

### Assistant Professor

Claudio G. Antoni, Ph.D.

### Mellon Lecturer

Giovanna T. Bellesia, Ph.D.

### Visiting Lecturer

Alfredo Luzi, Dottore in Lettere

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 226a and b and all advanced courses is 110D or 112. In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

### A. Language

Credit is not granted for the first semester only of an introductory language course.

#### 110D Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work are required.

12 credits

*Giovanna Bellesia, Alfonso Procaccini*

M W F 9:20–10:30 a.m., T Th 11–11:50 a.m.;

M W F 10:40–11:50 a.m., T Th 11–11:50 a.m.

#### 111 Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the lan-

guage skills. Regular attendance and laboratory work are required.

8 credits

*Claudio Antoni, Margherita Dinale*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

#### 112 Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 111 or 110D. Conversation and discussion meetings.

8 credits

*Margherita Dinale, Giovanna Bellesia*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

#### 227a High Intermediate Italian

Reading of and comment on contemporary, not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110D, 112, or permission of the department.

4 credits

*Alfredo Luzi*

M W F 9:20–10:30 a.m.

#### 331b Advanced Italian

A continuation of 227a, with emphasis on development of style. Intensive oral and

written work. Prerequisite: 227a or permission of the department.

4 credits

*Claudio Antoni*

T Th 9:30–10:50 a.m. and one hour to be arranged

## B. Literature

### 226a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social background.

4 credits

*Alfonso Procaccini*

T Th 9:30–10:50 a.m.

### 226b A continuation of 226a

4 credits

*Margherita Dinale*

T Th 9:30–10:50 a.m.

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 credits

*Members of the Department*

### [332 Dante: *Vita Nuova*, *Divina Commedia*]

To be offered in 1987–88.

4 credits

### [334b Boccaccio and the Novella]

Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English. To be offered in 1987–88.

4 credits

### 337a Culture and Literature of the Eighteenth Century

Selected readings from Vico's *Scienza Nuova* and *Autobiografia*; "La Frusta letteraria" and "Il Caffè"; Goldoni's theatre; Alfieri's *Vita* and his tragedies; Foscolo's *Le ultime lettere di Jacopo Ortis*, *Sonetti*, and *Sepolcri*.

4 credits

*Claudio Antoni*

M W F 1–2 p.m.

### [338b Italian Novel of the Nineteenth Century]

From Manzoni to Verga.

To be offered in 1988–89.

4 credits

### 340a Senior Project

Designed to coordinate the work of the major and direct research for the long paper.

4 credits

*Members of the Department*

### 342a Contemporary Literature

A study of the major writers of this century. Authors include D'Annunzio, Svevo, Moravia, Vittorini, Pavese, and Calvino.

4 credits

*Alfredo Luzi*

M W F 2:10–3 p.m.

### 343b Italian Women Writers of the Twentieth Century

A study and analysis of selected women writers of the twentieth century, who found their own autonomous and creative place in the literature of the time. The authors considered are: Nobel winner Grazia Deledda, and Sibilla Aleramo, Paola Masino, Anna Banti, Elsa Morante, Natalia Ginzburg, Maria Luisa Spaziani, Dacia Maraini. Attention to particularly influential fellow writers and a few contemporary poets.

4 credits

*Margherita Dinale*

*To be arranged*

### CLT 350b Renaissance Portraits

## Graduate

**Advisers:** Alfonso Procaccini, Margherita Dinale.

**450, 450a, 450b Research and Thesis**  
4 credits

**451, 451a, 451b Advanced Studies**  
4 credits

## The Major

**Advisers:** Alfonso Procaccini, Margherita Dinale.

**Advisers for Study Abroad:** Alfonso Procaccini, Margherita Dinale.

Basis: 110D or 112.

Requirements: nine semester courses in addition to the basis and including the following: 226a and b; [332]; [334b]; two of the following: 337a, 338b, 342a, 343b; and 340a, Senior Project.

## The Minor

**Advisers:** Alfonso Procaccini, Giovanna Bellesia.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as the means to become familiar with an overview history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or

does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

**227a High Intermediate Italian**  
**331b Advanced Italian**  
**226a Survey of Italian Literature**  
**226b Continuation of 226a**

Choice of one:

[332 Dante]  
[334b Boccaccio and the Novella]

Choice of one:

**337a Culture and Literature of the Eighteenth Century**  
[**338b Nineteenth Century Italian Literature**]  
**343b Italian Women Writers of the Twentieth Century**  
**CLT 350b Renaissance Portraits**

## Honors

**Directors:** Members of the Department.

**501a Thesis**  
8 credits

Basis: 110D or 112.

Requirements: nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

# Extrdepartmental Courses in Japanese Language & Literature

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## Assistant Professor

†Esperanza Ramirez-Christensen,  
Ph.D., *Director*

## Instructors

Miho Tsukamoto, M.A.  
Maki Hirono Hubbard, M.A.  
(at Smith College under the  
Five College Program)

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Credit is not granted for the first semester only of an introductory language course.

### 100D Elementary Japanese

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system.

12 credits

*Maki Hubbard*

M W F 9:20–10:30 a.m., T Th 8:20–9:20 a.m.

### 200 Intermediate Japanese

Continued training in the basic grammar and syntactic structures of the language. Oral drills and written exercises based on typical situational dialogues in a Japanese setting. Prerequisite: 100 or equivalent.

8 credits

*Miho Tsukamoto, first semester, to be announced, second semester*

First semester: M W F 10:40–11:50 a.m.,  
Th 11–11:50 a.m.

Second semester: to be arranged

### 300a Advanced Japanese

Acquisition of skills in reading and aural comprehension through study of varied prose pieces and audio-visual material. Discussions will focus on both popular and traditional aspects of Japanese culture as reflected in the selected materials. Prerequisite: 200 or equivalent. (E)

4 credits

*Miho Tsukamoto*

T Th 3–4:50 p.m.

### 300b A continuation of 300a

Same prerequisites.

4 credits

*Miho Tsukamoto*

T Th 3–4:50 p.m.

### 301a, 301b Special Studies

For students engaged in independent projects in connection with a major in East Asian Studies or other Japan-related individual studies.

4 credits

## Literature in Translation

### [250a The Classical Literary Tradition]

Readings in poetry, narrative, and drama aimed at understanding the essential aspects of the Japanese culture and sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genres; discussions focus on interpreting the central images of human value within each period. To be offered in 1987–88.

4 credits



**[260b Modern Japan in Film and Fiction]**

Readings in modern fiction, particularly the novels of Sōseki, Tanizaki, Kawabata, Mishima, and Ōe. Focusing on the impact of Westernization on the traditional consciousness, the readings and selected films will examine the individual, family, and society with reference to the role of women, questions of national identity and feudal values, and the place of the old aesthetic culture. To be offered in 1987–88.

4 credits

## Interdepartmental Minor in Jewish Studies

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Howard Adelman, Ph.D., Assistant Professor of Jewish Studies and Director of the  
Jewish Studies Program

### Jewish Studies Advisory Committee

Bruce Theodore Dahlberg, M.Div., Ph.D., Professor of Religion & Biblical Literature

†Donna Robinson Divine, Ph.D., Professor of Government

Myron Glazer, Ph.D., Professor of Sociology & Anthropology

Peter Isaac Rose, Ph.D., Professor of Sociology & Anthropology

Klemens von Klemperer, Ph.D., Professor of History

Jochanan H. A. Wijnhoven, Ph.D., Professor of Religion & Biblical Literature, *Chair*

Martha A. Ackelsberg, Ph.D., Associate Professor of Government

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### 187a The Jewish Heritage

An introduction to the variety of literature in Jewish life focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the Shtetle, the United States, and modern Israel will be read in English translation.

4 credits

*Howard Adelman*

M W F 2:10–3 p.m.

### 200-Level Courses

Prerequisite: permission of the instructor required for freshmen.

### 226a Jews and European Civilization from Roman Times till the Expulsion from Spain (c. 30–1492)

A survey of the structure of Jewish life in the Land of Israel under the Romans; political and religious responses to the rise of Christianity, dispersions, the Crusades; Jews and Jewish culture in Medieval Christian Europe and in Muslim Spain.

4 credits

*Howard Adelman*

M W F 10:40–11:50 a.m.

### 226b Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492–1942)

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States, and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, anti-Semitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism).

4 credits

*Howard Adelman*

M W F 10:40–11:50 a.m.

### [234a Introduction to Rabbinic Literature]

A study of the Jewish textual tradition, the world of Rabbinic discourse, and the literary genres produced including biblical commentaries, legal codes, rabbinic narratives. Explorations of the relationship of text to commentary, of styles of discourse, social and political contexts, responses to

catastrophe, impact on practice and belief. All readings will be in English translation. To be offered in 1987–1988.  
4 credits

### 300-Level Courses

Prerequisite: at least one 200-level course in one of the following fields: Jewish Studies, Religion, History, or permission of the instructor.

#### [380b Seminar: Women in Jewish Tradition and Literature]

Classical biblical narratives about Eve, the matriarchs, queens, prophetesses, female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women addressing issues of marriage, the family, divorce, abandonment, lesbianism, adultery, abortion, birth control, prostitution, rape. To be offered in 1987–88.  
4 credits

#### 383a Jewish Studies Colloquium

Topic for 1986–87: History and Literature of the Holocaust. Interdisciplinary approaches to current scholarship on the destruction of European Jewry from 1933–1945. Topics will include: the question of uniqueness, relationship to Jewish history, Jewish/Christian guilt and responsibility, implications for contemporary theology, law, education, psychology, morality, Jewish/Christian relations.  
4 credits

*Howard Adelman*

W 7:30–9:30 p.m.

### The Minor

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program should draw from more than one academic department and must be approved by an adviser no later than the beginning of the senior year.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the

Hebrew Scriptures and modern literature, Jewish writing can be found in many languages: Hebrew, Yiddish, Arabic, English, Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British, and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam possess traditions in common with Judaism. A minor in Jewish Studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. Jewish Studies encompasses a number of scholarly disciplines, and permits students to learn more about the complex interdependence of the multiple sources of Western identity.

Requirements: a total of five courses, to be selected from Jewish Studies courses and the following list:

- REL 110b Jewish-Christian Relations
- REL 185 Biblical Hebrew
- REL 210a Introduction to the Bible I
- [REL 222c Excavation of Tell el-Hesi in Israel]
- REL 235a Jewish Philosophers and Mystics in the Middle Ages
- [REL 236a Jewish Thought in the 20th Century]
- [REL 285a Hebrew Religious Texts]
- [REL 285b Hebrew Religious Texts]
- REL 311b Issues in Biblical Interpretation
- REL 312b Archaeology and the Bible
- REL 382b Directed Readings in Religious Texts: Hebrew, Greek or Latin
- ARC 201a Introduction to Archaeology
- SOC 213b Ethnic Minorities in America
- SOC 313a Immigrants and Exiles: Topic for 1986–87 America's Jews
- [GOV 227a Government and Politics of Israel]

- [GOV 348a Seminar in Comparative  
Government and Interna-  
tional Relations: The Arab-  
Israeli Dispute]  
HST 201b The Ancient Near East

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the Program. Students who plan to study in Israel or who wish to pursue advanced studies in the field should consider beginning the study of modern Hebrew at the University of Massachusetts during their freshman year. See the Director.



## Interdepartmental Minor in Logic

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### Co-directors and Advisers

**\*\*James Henle**, Associate Professor of Mathematics

**\*Thomas Tymoczko**, Professor of Philosophy  
**Stan Wagon**, Associate Professor of Mathematics

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

Five courses will be required:

PHI 121a	Introductory Logic
MTH 207a	Mathematical Structures
PHI 220b	Logic and the Undecidable

Plus two of the following:

CSC 115a or 115b	Introduction to Computing and Computer Programming
CSC 116a	Introduction to Computer Science

MTH 153a or 153b	Introduction to Discrete Mathematics
MTH 224b [PHI 224a	Topics in Geometry Philosophy and History of Scientific Thought]
MTH 233a	An Introduction to Modern Algebra
PHI 236a	Linguistic Structures
MTH 238a	Theory of Numbers
CSC 250a or 250b	Foundations of Compu- ter Science
[PHI 262b	Meaning and Truth]
MTH 350b	Topics in the History of Math- ematics
Special Studies in Logic	

## Interdepartmental Minor in Marine Sciences

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### Advisers

Allen Curran, Professor of Geology, *Co-director*

Paulette Peckol, Assistant Professor of Biological Sciences (at Smith College under the Five College Coastal and Marine Sciences Program), *Co-director*

John Burk, Professor of Biological Sciences

Mary Laprade, Lecturer in Biological Sciences

Peter Rowe, Professor of Government

Brian White, Professor of Geology

The Marine Sciences minor permits students interested in the oceanic system to study this system in a coherent manner through a combination of courses in the natural and social sciences.

An introduction to Marine Sciences is obtained through completion of the two basis courses. Students may then choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management.

Requirements: six semester courses, including three required courses as follows:

GEO 116b Oceanography

[BIO 244a Marine Ecology]

A Special Studies or Seminar course chosen with the advice of the minor adviser

### AND

Three elective courses from the following areas:

### Geology:

231a Invertebrate Paleontology and Paleoecology

232a Sedimentology

[311a Exploration Geophysics]

334b Carbonate Sedimentology

301 Special Studies (a or b)

### Biological Sciences:

205a Invertebrate Zoology

240a Principles of Ecology

241a Conservation of Natural Resources

242a Plant Ecology

314a Morphology of Algae and Fungi

344b Biogeography

343b Seminar for Environmental Problems

346b Seminar for Topics in Marine Ecology

350 Special Studies (a or b)

### Social Sciences:

ECO 224b Environmental Economics

GOV 242b International Law

[GOV 340a Seminar in International Law]

GOV 381 Special Studies (a or b)

PPL 303b Public Policy for Marine and Coastal Resources

### Five Colleges Course Possibilities:

A number of possibilities exist; courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Botany 524s Coastal Plant Ecology

Wildlife/Fish. Biology 571f Introduction to Marine Fisheries

Geology 591f Marine Micropaleontology

A & RE 474s Marine Resources  
Economics  
Geography 566s The Water's Edge  
CE 559s Engineering Oceanography

**Off-Campus Course Possibilities:**

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory and Woods Hole Oceanographic Institution Course Program (Smith is an affiliate through the Five Colleges Coastal and Marine Sciences Program)

Williams/Mystic Seaport Program (Smith is an affiliate)

Sea Semester

West Indies Laboratory on St. Croix

## Departmental Major and Minor in Mathematics

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### Professors

Marjorie Lee Senechal, Ph.D.  
 \*James Joseph Callahan, Ph.D.  
 Michael O. Albertson, Ph.D., *Chair*  
 David Warren Cohen, Ph.D.

### Associate Professors

Phyllis Cassidy, Ph.D.  
 \*\*James M. Henle, Ph.D.  
 Stan Wagon, Ph.D.  
 Joan P. Hutchinson, Ph.D.

### Assistant Professors

Patricia L. Sipe, Ph.D.  
 Robert J. Currier, Ph.D.  
 Gitanjali Joglekar, Ph.D.

### Lecturer

Judith Moran, M.S.

### Visiting Lecturer

Marian Srebrny, Ph.D.

### Laboratory Instructor

Mary Murphy, M.A.T.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics. Students with questions concerning placement or those interested in majoring in mathematics are encouraged to consult a math adviser.

A student with four years of high school mathematics but no calculus should enroll in Calculus I. A student who has had a full year of calculus in high school should enroll in Introduction to Discrete Mathematics, Linear Algebra, or Calculus III. If the year of high school calculus did not include material on sequences and series, then the student should, sometime in her first two years at Smith, enroll in the 2 credit course, Sequences and Series. A student with at least half a year but less than a full year of high school calculus might start in Calculus II or Introduction to Discrete Mathematics.

A student with less than four years of high school mathematics should enroll in Pre-

calculus. Those who have not seen any mathematics for an extended period of time should consult the instructor of Algebra and Trigonometry.

Students who receive scores of 4 or 5 on the Advanced Placement Test Calculus AB may receive four credits provided they do not complete Calculus I or II for credit. Those who receive a 4 or 5 on the Calculus BC may receive eight credits provided they do not complete Calculus I, II, or Sequences and Series for credit. Such students should begin their college mathematics with Introduction to Discrete Mathematics, Linear Algebra, or Calculus III.

Several introductory courses with no prerequisites are offered. Two of these courses (110b and 147b) are intended for students who are not potential math or science majors.



**[110b Introductory Colloquium in Mathematics II]**

No prerequisite. To be offered in 1987–88.  
4 credits

**111 Algebra and Trigonometry**

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem-solving techniques and analytical thinking. Topics include logic and elementary set theory, the arithmetic of the real number system, the geometry of the real line, linear and quadratic equations, absolute value, inequalities, the real plane, conic sections, trigonometry, and elementary functions. Enrollment limited to 15. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both MTH 111 and MTH 120a or b.

8 credits

*Judith Moran*

M W F 9:20–10:30 a.m.

**120a Pre-Calculus Mathematics**

Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before taking calculus.

4 credits

*Robert Currier, Mary Murphy*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

**120b A repetition of 120a**

4 credits

*Robert Currier, Mary Murphy*

M W F 9:20–10:30 a.m.

**121a Calculus I**

The derivative, the antiderivative, differentiation, applications to graphs, optimization problems, the definite integral.

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 10:40–11:50 a.m.; M F 1–2 p.m.,

W 1–3 p.m.; T Th 1–2:50 p.m.

**121b A repetition of 121a**

4 credits

*Members of the Department*

M W F 9:20–10:30 a.m.; M W F 10:40–

11:50 a.m.; M F 1–2 p.m., W 1–3 p.m.

**122a Calculus II**

Inverse functions, introduction to differential equations, techniques and applications of integration, Taylor approximations. Prerequisite: 121a or b or the equivalent.

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 10:40–11:50 a.m.

**122b A repetition of 122a**

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 10:40–11:50 a.m.; M F 1–2 p.m.,

W 1–3 p.m.

**123a Sequence and Series**

Infinite sequences and series, power series, and polynomial approximation. For students who have had a year course in calculus that did not include sequences and series. Credit will not be given for 123 and 122 taken prior to fall 1986. Prerequisite:

122a or b or the equivalent.

2 credits

*Robert Currier*

T Th 11–11:50 a.m.

**123b A repetition of 123a**

2 credits

*Robert Currier*

T Th 11–11:50 a.m.

**147b Basic Statistics with Applications**

A non-calculus, non-major oriented course that emphasizes drawing valid conclusions from statistical information and recognizing abuses of statistics. Topics include description of data sets, Binomial, Poisson, and normal probability distributions, analysis of variance, regression/correlation, chi-square test, nonparametric methods. Enrollment in lab. sections limited to 15. (E)

4 credits

*Gitanjali Joglekar*

Lec. M W F 2:10–3 p.m., lab. Th 7:30–9:30 p.m.

### 153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modelling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics.

4 credits

*James Henle*

M W F 10:40–11:50 a.m.

### 153b A repetition of 153a

4 credits

*Phyllis Cassidy, Patricia Sipe*

M W F 10:40–11:50 a.m.

### PHY 200a Mathematical Methods of Physical Sciences and Engineering

#### 201a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry, and others. Prerequisite: 122a or b or the equivalent, or 121a or b and 153a or b.

4 credits

*Michael Albertson, Phyllis Cassidy, Marjorie Senechal*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 1–2 p.m.

#### 201b A repetition of 201a

4 credits

*Marjorie Senechal, David Cohen*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

#### 202a Calculus III

Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 122a or b; 201a or b is suggested.

4 credits

*Stan Wagon*

M W F 1–2 p.m.

#### 202b A repetition of 202a

4 credits

*Robert Currier, James Callaban*

M W F 8–9:10 a.m.; M W F 1–2 p.m.

#### 204a Topics in Applied Mathematics

Topic for 1986–87: The Geometry of the Solid State. The structures of ideal crystals are perfectly ordered repeating patterns: we can think of them as three-dimensional analogues of ornamental patterns in the plane. The spectacular advances in understanding the solid state in this century are based on a mathematical characterization of this order, which we will study in detail. We will also study significant deviations from perfect order, including “quasicrystals” and amorphous structures. Prerequisite: 201a or b.

4 credits

*Marjorie Senechal*

M W F 2:10–3 p.m.

#### 205a Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisite: 123a or b, (122 a or b before fall 1986), 201a or b and 202a or b, or permission of the instructor.

4 credits

*Robert Currier*

T Th 9:30–10:50 a.m.

#### 207a Mathematical Structures

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: PHI 121a or b or a 200-level mathematics course, or permission of the instructor. Offered in alternate years.

4 credits

*To be announced*

M W F 10:40–11:50 a.m.

**210b Introduction to Numerical Methods**

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 123a or b (122a before fall 1986), 201a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal.

4 credits

*Michael Albertson*

T Th 9:30–10:50 a.m.

**PHI 220b Logic and the Undecidable****222a Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 123a or b (122a or b before fall 1986), 201a or b and 202a or b, one of which may be taken concurrently.

4 credits

*James Henle*

T Th 8–9:10 a.m.; to be arranged

**224b Topics in Geometry**

Topic for 1986–87: The Geometric Theory of Ordinary and Partial Differential Equations. Matrices and eigenvalues, phase portraits, classification of singularities, cycles, chaos, first-order partial differential equations, contact forms, applications to problems in physics and biology. Prerequisites: 201a or b and 202a or b.

4 credits

*James Callaban*

T Th 1–2:50 p.m.

**233a An Introduction to Modern Algebra**

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings, and fields. Prerequisites: 121a or b or the equivalent, and 201a or b, or permission of the instructor.

4 credits

*Phyllis Cassidy*

M W F 8–9:10 a.m.

**238a Theory of Numbers**

Properties of integers, especially primality and factorization, with an emphasis on

applications to cryptography. Prerequisite: 121a or b or the equivalent, and 201a or b, or permission of the instructor.

4 credits

*Stan Wagon*

M W F 2:10–3 p.m.

**243b Introduction to Analysis**

The real number line, continuous functions, differentiation, sequences and series of functions, measure and integration. Prerequisites: 123a or b (122a or b before fall 1986), 201a or b and 202a or b, or permission of the instructor.

4 credits

*David Cohen*

M F 1–2 p.m., W 1–3 p.m.

**246a Probability**

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 123a or b (122a or b before fall 1986).

4 credits

*Gitanjali Joglekar*

M W F 9:20–10:30 a.m.

**247a Statistics: Introduction to Regression Analysis**

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisite: 122a or b, and 201a or b.

4 credits

*Gitanjali Joglekar*

M W F 1–2 p.m.

**247b A repetition of 247a**

4 credits

*Gitanjali Joglekar*

M W F 9:20–10:30 a.m.

**CSC 250a, 250b Foundations of Computer Science****CSC 252a Design and Analysis of Algorithms**

**253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisite: 121a or b, or the equivalent, and 201a or b.

4 credits

*Michael Albertson*

M W F 10:40–11:50 a.m.

**299a Colloquium in Mathematics**

This course consists of a sequence of lectures on diverse topics in mathematics. Speakers will include faculty members from Smith and other institutions, as well as students working on Honors projects in mathematics. All class meetings are open. May be repeated for credit. Prerequisite: 201a or b, 202a or b, and either two additional courses at the 200 level or permission of the director.

2 credits

*Patricia Sipe*

M 7:30–9:30 p.m.

**299b A repetition of 299a**

2 credits

*Patricia Sipe*

T 3–4:50 p.m.

**301a, 301b Special Studies**

By permission of the department, for majors who have had at least four semester courses beyond 122a or b.

4 credits

**303b Advanced Topics in Discrete Applied Mathematics**

Topic for 1986–87: Complexity Theory. We will study problems that arise in combinatorics, graph theory, number theory, and theoretical computer science, and develop algorithmic solutions to these problems. The emphasis will be on the mathematical analysis of these problems and algorithms, proving the algorithms correct and analyzing

their efficiency. Alternates with 304b  
Prerequisites: two of 233, 238, 253, CSC 250 and CSC 252, or permission of the instructor.

4 credits

*Joan Hutchinson*

T Th 1–2:50 p.m.

**[304b Advanced Topics in Continuous Applied Mathematics]**

Prerequisites: 205a and 222a; programming experience expected. Alternates with 303b. To be offered in 1987–88.

4 credits

**324b Complex Variables**

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 205a or 243b.

4 credits

*Patricia Sipe*

M W F 9:20–10:30 a.m.

**333b Topics in Abstract Algebra**

Topic for 1986–87: The study of the theory of rings, domains, polynomial rings, fields, groups, and Galois extensions necessary to show the impossibility of trisecting a generic angle or solving by radicals the general polynomial of degree 5. Prerequisite: 233a.

4 credits

*Phyllis Cassidy*

M W F 1–2 p.m., W 2:10–3 p.m.

**342a Topics in Topology and Geometry**

Topic for 1986–87: Topological spaces, continuity, compactness, topological vector spaces, application to dynamical systems. Other topics as time permits. Prerequisite: 243b or permission of the instructor.

4 credits

*David Cohen*

M W F 1–2 p.m.

**343a Topics in Mathematical Analysis**

Topic for 1986–87: Groups of Mobius Transformations. The geometry of the complex plane and extended complex plane (Riemann sphere). Analytic, geometric, and



algebraic aspects of Mobius transformations acting as mappings of the complex plane and Riemann sphere. Orbit spaces and fundamental polygons for groups of Mobius transformations. Prerequisite: 243b or permission of the instructor.

4 credits

*Patricia Sipe*

T Th 9:30–10:50 a.m.

### 350b Topics in the History of Mathematics

Topic for 1986–87: Maria Gaetana Agnesi's Analytical Institutions of 1748 and the History of the Calculus. Prerequisites: any two of 210b, 207b, 224b, 233a, 238a, 243b, 253b.

4 credits

*Marjorie Senechal*

Th 7:30–9:30 p.m.

## Graduate

### 420a, 420b Special Studies in Topology and Analysis

4 credits

### 430a, 430b Special Studies in Modern Geometry

4 credits

### 440a, 440b Special Studies in Algebra

4 credits

## The Major

**Advisers:** Michael Albertson, James Callahan, Phyllis Cassidy, David Cohen, Robert Currier, James Henle, Joan Hutchinson, Gitanjali Joglekar, Marjorie Senechal, Patricia Sipe, Stan Wagon.

**Adviser for Study Abroad:** Marjorie Senechal.

Requirements for the major: 36 credits, including 201a or b and 202a or b. All but four of the credits must be at the interme-

diate (200) or advanced (300) level, and at least four credits must be at the advanced level. Beginning with 1989, 299a or b is required. Four (or eight) of the required credits may be replaced by eight (or sixteen) credits from the following courses: AST 222b, 337a, 343a, 344b; CHM 231a and or b; CSC 215a or b, [390b]; PHY 214b, 220a, 222a, 322a, 334b, [340b].

## The Minor

**Adviser:** Joan Hutchinson, Supervisor.

The minor in Mathematics consists of 201a or b plus 16 other credits selected from any one of the following groups. In the Applied Mathematics Minor, four of the credits may be replaced by eight credits from the above list.

### Applied Mathematics Minor

202, 204, 205, 210, 222, 233, 246, 247, 253, 303, 324, PHY 200

### Discrete Mathematics Minor

210, 220, 233, 238a, CSC 250, CSC 252, 253, 303, 333

### Algebra-Analysis-Geometry Minor

202, 224, 233, 238a, 243, 333, 342, 343

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## Honors

**Director:** Robert Currier.

### 501a Thesis

8 credits

**501b Thesis**

8 credits

**502 Thesis**

12 credits

Requirements: in addition to the 36 credits required for the major, students must take 502, 501a, or 501b (for either 8 or 12 credits) in the senior year.

Directed reading, exposition, and a thesis

The topic of specialization chosen in consultation with the director during the junior year or at the beginning of the senior year

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

## Interdepartmental Major in Medieval Studies

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### Advisers and Members of the Medieval Studies Council

Alice Clemente, Professor of Spanish & Portuguese, *Director*

Paul Evans, Professor of Music, (second semester)

Robert Haddad, Professor of History, (first semester)

Erna Kelley, Professor of Spanish & Portuguese, (first semester)

Lester Little, Professor of History

Joachim Stieber, Professor of History, (second semester)

Craig Davis, Assistant Professor of English Language & Literature

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Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

Note: no single course may be counted in fulfillment of more than one of the requirements.

### Basis:

- A. Two semester courses in different departments, chosen from among the following: ART 100 (only the first semester may be counted for credit in the major); ENG 120a (section on "Medieval Narrative"); ENG 207 (only the first semester may be counted for credit in the major); FRN 210a or b; HST 100a; ITL 226a; MUS 200a; SPP 215a or b.
- B. LAT 111 or 111Db (unless exempted by the Classics Department), to be taken no later than the junior year. (Students are encouraged to take, whenever possible, at least one semester of Latin beyond the level of LAT 111 or 111Db.)

### Requirements:

- (1) 11 semester courses, including the basis and LAT 111 or 111Db (unless exempted from the Latin requirement);
- (2) seven courses in addition to the basis, above the 100 level, as follows: one semester medieval history

course, chosen from the listing below; one semester medieval religion course, chosen from the listing below; one semester medieval course in either art or music, chosen from the listing below; two semester courses in medieval language and/or literature, not necessarily taken in the same department; (one course in classical Latin literature may be taken in addition to [LAT 213b] in fulfillment of this requirement); and two other semester courses, chosen from the listing below.

Distribution: three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., FRN 315a, and [LAT 213b]); two courses must be taken in another of the participating departments.

In addition to courses listed below, courses which are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

**301, 301a, 301b Special Studies**

Admission by permission of the instructor and the Medieval Studies Council.

4 credits

**Honors**

Director: Alice Clemente.

**501a Thesis**

Admission by permission of the Medieval Studies Council.

8 credits

Requirements: the same as those for the major; a thesis, normally one semester, the subject of which should, preferably, be determined in the second semester of the junior year; an oral examination on the thesis and a written examination on the area of concentration within the major.

**Approved courses for 1986–87  
are as follows:**

**Art**

- 222a Romanesque Art
- 224b Gothic Art
- 321b Studies in Medieval Art

**Latin**

- 212a Poetry of Ovid
- 212b Virgil, *Aeneid*

**English**

- 214a Chaucer
- 214b Chaucer
- CLT 309a Arthurian Literature of the Middle Ages

**French**

- 315a French Literature of the Middle Ages

**History**

- 207b Islamic Civilization to the Fifteenth Century
- 219a Europe in the Age of Migration 300–1050
- 220b Europe in the Age of Commercial Revolution 1050–1300
- 307b Problems in the History of the Islamic Middle East
- 320a Early European History to 1300
- 324b Topics in European History 1300–1660

**Jewish Studies**

- 226a Jews and European Civilization from Roman Times till the Expulsion from Spain (c. 30–1492)

**Music**

- 403b Seminar in Medieval Music

**Religion**

- 110b Jewish-Christian Relations
- 230b Western Christian Thought and Worship (30–1100)
- 235a Jewish Philosophers and Mystics in the Middle Ages
- 275b Islam
- 382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin

**Spanish and Portuguese**

- 331a The Structure of the Spanish Middle Ages in Literature



## Departmental Major and Minor in Music

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### Professors

\*Paul Richer Evans, Ph.D.  
 Adrienne Auerswald, A.M.  
 Philipp Otto Naegele, Ph.D.  
 Lory Walltisch  
 William Petrie Wittig, Mus.M.  
 Ronald Christopher Perera, A.M.  
 Peter Anthony Bloom, Ph.D.  
 Donald Franklin Wheelock, M.Mus., *Chair, second semester*

†John Porter Sessions, Mus.M.

\*\*Richard Jonathan Sherr, Ph.D., *Chair, first semester*

### Associate Professors

†Kenneth Edward Fearn, Mus.M.  
 Monica Jakuc, M.S.  
 \*\*Ruth Ames Solie, Ph.D.  
 Theodore Morrison, Director of Choral Music  
 Karen Smith, M.M.

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### Assistant Professors

Janet Lyman Hill, M.A.  
 \*Jane Bryden, M.M.  
 Raphael Atlas, Ph.D.  
 John Van Buskirk, M.Mus.

### Lecturers

Grant R. Moss, M.M.A.  
 Tamara Harsh, M.M.

### Visiting Lecturer

<sup>1</sup>Carlotta Wilsen, M.A.T.

Prospective majors are advised to take 110a and 111b in the freshman year and 200a and 201b in the sophomore year.

## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work which will be either music or critical prose as appropriate to the topic. Open to all students but particularly recommended for freshmen and sophomores. Colloquia marked \* will prepare students for entry into 110a.  
 4 credits

### \*A. Fundamentals of Music

An introduction to the elements of music. Through composing and analyzing, students will explore notation, rhythm, melody, harmony, and simple counterpoint.

*Raphael Atlas*

M W F 1-2 p.m.

### \*B. The Art of Listening

An introduction to music with emphasis on the aural understanding of a varied musical repertoire, some of which may be chosen by members of the class, but not on written notation or technical analysis.

*Ruth Solie*

M W F 2:10-3 p.m.

### C. Music, the Visual Arts, and the Media

An introduction to the components of music and an exploration of the many and varied relationships which exist among music, painting, dance, theatre, film, and television.

*William Wittig*

T 1–2:50 p.m., Th 11–11:50 a.m.

### D. Romanticism in Music

Berlioz's *Fantastique*, Tchaikovsky's *Pathetique*, and other "popular" symphonies from Beethoven's Fifth to Mahler's Tenth considered as embodiments of, or reactions to, the Romantic Movement. Students will be introduced to writing and speaking about this repertory by preparing record reviews, program notes, and informal talks. Readings will include texts on music by Romantic writer-composers (Hoffmann, Schumann, Liszt) and by modern critics (Tovey, Dahlhaus, Rosen).

*Peter Bloom*

T 1–2:50 p.m., Th 11–11:50 a.m.

### E. Words and Music

An examination of the relationship of text to music, beginning with the most general correspondences and progressing toward more detailed discussions of the relationship between syllables and notes. Music discussed will include Mahler's *Das Lied von der Erde* as well as German lieder, and vocal music set in English, especially that of the Elizabethan period. Short papers, or, as the case warrants, projects related to class discussions will be assigned.

*Donald Wheelock*

M W F 3:10–4 p.m.

## 101b Colloquia

4 credits

### \*A. Fundamentals of Music

A repetition of 100a (A).

*Ronald Perera*

M W F 9:20–10:30 a.m.

### B. Choral Music

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces by Bach, Handel, Haydn, Verdi, Brahms, and Stravinsky. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts of the compositions and to the broader context of the musical and religious traditions which produced them.

*Paul Evans*

T Th 9:30–10:50 a.m.

### 102b Classical and Popular Music in the Twentieth Century

An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors.

4 credits

*William Wittig*

T 1–2:50 p.m., Th 11–11:50 a.m.

### 103a Sight-Singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship.

1 credit

*Tamara Harsh*

T Th 1–2:30 p.m.

### 103b A repetition of 103a

1 credit

*Tamara Harsh*

T Th 1–2:30 p.m.

### 110a Analysis and Repertory

An introduction to formal analysis and tonal harmony, and study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test (given during

orientation and during spring registration), or completion of a Colloquium marked \*.  
4 credits

*Ruth Solie, Raphael Atlas*

M W F 9:20–10:30 a.m.; T Th 1–2:50 p.m.

### 111b Analysis and Repertory

A continuation of 110a. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock, Raphael Atlas*

M W F 10:40–11:50 a.m.; M W F 1–2 p.m.

## PHY 126a Musical Sound

### 200a A Historical Survey of Music

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-eighteenth century. Open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the instructor.

4 credits

*Richard Sherr*

M W F 2:10–3 p.m.

### 201b A continuation of 200a

Western music from the mid-eighteenth century to the twentieth century. Prerequisite: 110a or permission of the instructor.

4 credits

*Peter Bloom*

T Th 9:30–10:50 a.m.

### 210a Advanced Tonal Analysis

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor.

4 credits

*Raphael Atlas*

M W F 10:40–11:50 a.m.

### [211b Tonal Counterpoint]

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: a course in tonal harmony or permission of the instructor. To be offered in 1987–88.

4 credits

### 219a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisite: 111b and 201b and permission of the instructor. Enrollment limited to 10.

1 credit

*Theodore Morrison*

T 3–4:50 p.m.

### 220b Conducting

A continuation of 219a. Prerequisite: 219a or permission of the instructor. Enrollment limited to 10.

1 credit

*Theodore Morrison*

T 3–4:50 p.m.

### 221b Contemporary Procedures

Study of major developments in twentieth-century music. Writing and analytic work focusing on non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisites: 111b or permission of the instructor.

4 credits

*Raphael Atlas*

T Th 1–2:50 p.m.

### [223a Topics in Performance]

Prerequisites: 110a, a course in piano performance, and permission of the instructor. To be offered in 1987–88.  
4 credits

### 233a Composition

Prerequisite: a course in tonal harmony or permission of the instructor.

4 credits

*Donald Wheelock*

M W F 2:10–3 p.m.

### 234b Composition

A continuation of 233a. Prerequisite: 233a or permission of the instructor.

4 credits

*Ronald Perera*

M W F 10:40–11:50 a.m.

**251a The History of the Opera**

History of the form from its inception to the present, with emphasis on selected masterworks.

4 credits

*Richard Sherr*

T 11–11:50 a.m., Th 1–2:50 p.m.

**[253b Popular Music in the Nineteenth Century]**

An examination of the published vocal music of nineteenth-century England and America, with special attention to the work of Arthur Sullivan in England and of Henry Russell, Stephen Foster, George F. Root, and Paul Dresser in America. A reading knowledge of music is recommended. To be offered in 1987–88.

4 credits

**[302a Music in the Middle Ages]**

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the fourteenth century. Prerequisite: 200a or permission of the instructor. To be offered in 1987–88.

4 credits

**305b Music of the High Baroque**

Bach, Handel, Rameau, and their contemporaries. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

T 11–11:50 a.m., Th 1–2:50 p.m.

**306a Haydn and Mozart**

A study of aspects of the classical style, with emphasis on the genres of the symphony, concerto, and string quartet. Prerequisite: 201b or permission of the instructor.

*Peter Bloom*

T Th 9:30–10:50 a.m.

**307b Beethoven**

A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets, and symphonies. Prerequisite: 201b or permission of the instructor.

4 credits

*Peter Bloom*

T 1–2:10 p.m., Th 11–11:50 a.m.

**[308a Music in the Nineteenth Century]**

From the death of Beethoven to the death of Mahler: selected works in large- and small-scale forms from analytical and historical perspectives. Prerequisite: 201b or permission of the instructor. To be offered in 1987–88.

4 credits

**[310b Modern Music]**

Selected works by Debussy, Schoenberg, Berg, and Dallapiccola from analytical and historical perspectives. Prerequisite: 201b or permission of the instructor. To be offered in 1987–88.

4 credits

**EDC 316b The Teaching of Music**

**IDP 326b Patronage of Music in Renaissance and Early-Modern Europe**  
See Interdepartmental and Extradepartmental Course Offerings.

**331a Topics in Theory**

Topic for 1986–87: Writing About Music. Intensive practice in the formulation of and response to specific analytic and critical questions about pieces of music. Classroom discussion of compositions and weekly written assignments. Prerequisite: 111b or permission of the instructor.

4 credits

*Ruth Solie*

T 3–4:50 p.m., Th 11–11:50 a.m.

**340a Seminar in Composition**

Recommended background: a year of composition study. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged



**340b** A repetition of 340a

4 credits

*Donald Wheelock*

To be arranged

**345b** Electronic Music

Introduction to *musique concrète* and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Recommended background: a semester course in music theory or composition.

4 credits

*Ronald Perera*

M 3:10–4 p.m., Th 3–4:50 p.m.

## Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction and for the use of practice rooms.

Courses in performance normally require one hour of individual instruction per week. Students taking 2-credit courses in performance are expected to practice a minimum of one hour a day; those taking 4-credit courses in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department.

Introductory-level courses in performance must be taken above a regular program—that is, eight 4-credit courses per year—and are counted as 2-credit courses. Exception: a sophomore who plans a Music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for full credit.

Intermediate- or advanced-level courses in performance may be taken within a regular

program as a 4-credit course, or above a regular program as a 2-credit course. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the 100 level courses must take either Music 110a or a Colloquium marked \* (according to placement test results) and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the office of the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

**Stringed Instruments, Wind Instruments:** Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for MUS 141 are expected to perform a song for solo voice.

**Piano:** Candidates for MUS 121 are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to freshmen, but a candidate who demonstrates advanced proficiency in piano may receive special permission to register for MUS 132 in the freshman year.

All students in performance courses, regardless of level of advancement, pro-

ceed sequentially from the lowest course number to the highest.

**Piano.** 121, 122, 222, 323. *Lory Wallfisch, Kenneth Fearn, Monica Jakuc, John Van Buskirk.*

**Organ.** 132, 232, 333. Prerequisite: 121 or the equivalent. *Grant Moss.*

**Harpichord.** 123, 224, 325. Prerequisite: 121 or permission of the instructor. *Lory Wallfisch, Grant Moss.*

**Voice.** 141, 142, 242, 343. *Adrienne Auerswald, Karen Smith, Jane Bryden, Carlotta Wilsen.*

**Violin.** 151, 152, 252, 353. *Philipp Naegele, Janet Hill.*

**Viola.** 161, 162, 262, 363. *Janet Hill.*

**Violoncello.** 171, 172, 272, 373. *John Sessions, Alice Robbins.*

**Double bass.** *Salvatore Macchia (UMass).*

**Viola da Gamba.** 163, 164, 264, 364. *Alice Robbins.*

**Wind Instruments.** 181, 182, 282, 383. *William Wittig, flute; Peter Bloom, oboe; Lynn Sussman, clarinet; Dennis Godburn (UMass), bassoon; Emily Samuels, recorder.*

**Brass Instruments.** Instructors from UMass: *Walter Chesnut, trumpet; Lamar Jordan, trombone; George Parks, tuba.*

**Percussion.** *Peter Tanner (UMass).*

**Guitar.** *Philip de Fremery (Mount Holyoke).*

**Lute.** *Catherine Liddell.*

**Other Instruments.** 112, 113, 212, 213.

#### 241a English Diction for Singers

Prerequisite: 142 or permission of the instructor. Two class hours.

1 credit

*Karen Smith*

T 3–4:50 p.m.

#### 241b German and French Diction for Singers

Prerequisite: 142 or permission of the instructor. Two class hours.

1 credit

*Karen Smith*

T 3–4:50 p.m.

#### Chamber Music Ensembles

191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open on a limited basis to qualified students who are studying their instruments. These courses require a one-hour lesson and three hours of practice per week.

1 credit

*Philipp Naegele, William Wittig, John Sessions, Janet Hill*

#### Five College Orchestra

Two formal concerts each semester. Open by audition to students at Smith and to students at the other Valley institutions.

*Dennis Burkhardt (UMass), Conductor*

#### Chamber Orchestra

A string chamber orchestra gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

#### Choral Ensembles

**Glee Club:** open to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students.

**College Choir:** open to freshmen and, in some cases, upperclassmen.

**Smith Chorale:** open to all students and to women of the Smith faculty and staff.

**Chamber Singers:** open to selected members of the Glee Club and College Choir.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Theodore Morrison, Tamara Harsh, Directors.*

### The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the Baroque. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the five colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

## Graduate

Requirements for the Master of Arts degree in music are listed on page 31 of the *Catalogue*.

All graduate seminars are open to seniors by permission of the instructor.

**Adviser:** Philipp Naegele.

**400, 400a, 400b Research and Thesis**  
4 credits

**401, 401a, 401b Special Studies**  
4 credits

### [402 Proseminar in Music History]

Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor. To be offered in 1987–88.

4 credits

### 403b Seminar in Medieval Music

4 credits

*Paul Evans*

To be arranged

### 406a Seminar in Renaissance Music

4 credits

*Richard Sherr*

T 3–4:50 p.m.

### [407b Seminar in Baroque Music]

To be offered in 1987–88.

4 credits

### [410b Seminar in Contemporary Music]

A consideration of early non-tonal works by Schoenberg and of late songs and piano music by Debussy. To be offered in 1987–88.

4 credits

## Graduate Performance Courses

**Piano.** 424, 425.

**Organ.** 434, 435.

**Harpsichord.** 426, 427.

**Voice.** 444, 445.

**Violin.** 454, 455.

**Viola.** 464, 465.

**Violoncello.** 474, 475.

**Viola da Gamba.** 468, 469.

**Wind Instruments.** 484, 485.

**Other Instruments.** 414, 415.

## The Major

**Advisers:** Adrienne Auerswald, Peter Bloom, Ruth Solie.

**Adviser for Study Abroad:** Peter Bloom.

Basis for the major: 110a, 111b, 200a, and 201b.

Requirements: 10 semester courses: 110a, 111b, 200a, 201b, two further courses in music theory, analysis, or composition, two further courses in music history, two further classroom courses above the 100-level (under certain circumstances a colloquium may be substituted for one of these).

Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

## The Minor

**Advisers:** Adrienne Auerswald, Peter Bloom, Ruth Solie.

Basis: 110a, 111b, and 200a, or 201b.

Requirements: six semester courses: 110a, 111b, 200a, or 201b, and three further classroom courses, no more than two of which may be colloquia.

## Honors

**Director:** Philipp Naegele.

### 501a Thesis

8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a thesis (501a) or a composition normally equivalent to 8 credits.

Examination: students will take an oral examination on the subject of the thesis.



## Interdepartmental Minor in Neuroscience

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### Advisers

Richard Olivo, Professor of Biological Sciences, *Director*

Anne E. Powell, Assistant Professor of Psychology

### Other Participating Faculty

Virginia Hayssen, Assistant Professor of Biological Sciences

John Jalowiec, Lecturer in Psychology

Margaret Olivo, Professor of Biological Sciences

\*Jeanne Powell, Professor of Biological Sciences

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The Neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Plus one elective chosen from the following:

BIO 204a	Vertebrate Biology
PSY 212b	Developmental Psychobiology
PSY 316b	Seminar in Biopsychology
BIO 330b	Developmental Biology
BIO 345b	Animal Behavior

Requirements: Four core courses:

PSY 211a Physiological Psychology I

BIO 230a Animal Physiology

BIO 300b Neurophysiology

PSY 311a Physiological Psychology II

(Note that all of these courses have prerequisites; see departmental listings.)

## Departmental Major and Minor in Philosophy

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### Professors

Murray James Kiteley, Ph.D.

Kathryn Pyne Addelson, Ph.D.

Malcolm B. E. Smith, Ph.D., J.D.

\*A. Thomas Tymoczko, Ph.D.

\*\*Jill G. de Villiers, Ph.D. (Psychology and  
Philosophy)

### Associate Professor

John M. Connolly, Ph.D., *Chair*

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### Assistant Professor

†Elizabeth V. Spelman, Ph.D.

### Visiting Lecturers

Marcia Yudkin, Ph.D.

Margaret Nash, M.Ed., M.A.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for upperclassmen. Where special preparation is required, the prerequisite is indicated in the description.

### 100b Thinking about Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, artistic, moral, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the Philosophy Department at Smith.

4 credits

*Thomas Tymoczko, Marcia Yudkin*

M W F 1–2 p.m.

### HSC 101a American Science in the Making

See Interdepartmental and Extradepartmental Course Offerings.

### 121a Introductory Logic

A study of some of the major discoveries of logic such as the propositional calculus,

relations, quantifiers, sets and referential semantics, and their application to correct reasoning. This course is intended in part to improve the student's ability to reason precisely and to deal with abstract and hypothetical thought.

4 credits

*Murray Kiteley, Margaret Nash*

M W 9:20–10:30 a.m., F 8:20–9:10 a.m. or

F 9:20–10:10 a.m.

### 124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

4 credits

*Murray Kiteley*

M W F 10:40–11:50 a.m.

### 125b History of Modern Philosophy

A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant.

4 credits

*Margaret Nash, Malcolm B.E. Smith*

M W F 2:10–3 p.m.

**HWI 150a, 151b    A History of Western Ideas**

See Interdepartmental and Extradepartmental Course Offerings.

**MTH 207a    Mathematical Structures**

**PPY 209a    Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**210b    Issues in Recent and Contemporary Philosophy**

Topic for 1986–87: “The Philosophy of Wittgenstein.” An examination of the major outlines of Wittgenstein’s thought in *Tractatus* and *Investigations*. Recommended: a prior course in philosophy.

4 credits

*John Connolly*

M W 10:40–11:50 a.m.

**IDP 219a    Philosophy in Literature**

See Interdepartmental and Extradepartmental Course Offerings.

**220b    Logic and the Undecidable**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel’s Theorems and their relevance to understanding the mind. Prerequisite: 121a or b or a 200-level mathematics course.

4 credits

*Thomas Tymoczko*

M W F 10:40–11:50 a.m.

**[PPY 221b    Language]**

See Interdepartmental and Extradepartmental Course Offerings.

**222a    Ethics**

An examination of the implications of the works of some major moral theorists of the western philosophical tradition for our understanding of the nature of the good life and the sources and scope of our moral responsibilities.

4 credits

*Malcolm B.E. Smith*

M W F 3:10–4 p.m.

**[224a    Philosophy and History of Scientific Thought]**

A study of the development of scientific ideas and method using cases of scientific discovery, including the Aristotelian, Copernican, and Darwinian theories, and contemporary sociological and psychological theories. To be offered in 1987–88.

4 credits

**233b    Aesthetics**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems.

4 credits

*Marcia Yudkin*

M 3:10–4 p.m., W 2:10–4 p.m.

**[235b    Morality, Politics, and the Law]**

A critical discussion of the relations among morality, politics, and the law, especially through examination of the different ways moral, political, and legal contexts shape the analysis of an issue. Special attention to understanding the moral, political, and legal dimensions of the tolerance and intolerance of behavior treated as “deviant.” To be offered in 1987–88.

4 credits

**236a    Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics.

4 credits

*Jill de Villiers*

T Th 1–2:50 p.m.

**237b    Philosophical Topics: 19th Century Philosophy**

A survey of some of the major figures of 19th century thought, including Hegel, Marx, Kierkegaard, and Nietzsche.

4 credits

*Margaret Nash*

M W F 3:10–4 p.m.

**240a Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women. Limited to 40.

Not open to freshmen.

4 credits

*Marcia Yudkin*

T Th 3–4:50 p.m.

**245a Philosophy of Law: Property**

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include: the rights of possession and title, the various forms of interest in property, landlord and tenant. Philosophical topics to include: justifications for the institution of property, the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school.

Not open to freshmen.

4 credits

*Malcolm B.E. Smith*

M W F 2:10–3 p.m.

**260b Philosophical Hermeneutics**

An investigation of the concept of understanding. How does understanding a poem or a dream differ from understanding a fact of nature or a scientific theory? Special attention to the views of Gadamer and Wittgenstein. Recommended: a previous course in philosophy.

4 credits

*John Connolly*

T Th 9:30–10:50 a.m.

**[262b Meaning and Truth]**

An examination of the central topics in the semantics of natural languages. These topics and their associated problems and theories will be organized under the two major headings of meaning and truth.

To be offered in 1987–88.

4 credits

**REL 263a Philosophy of Religion****300b Philosophy Colloquium**

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the sophomore year.

4 credits

*Murray Kiteley and*

*Members of the Department*

T 4–5 p.m., Th 3–4:50 p.m.

**301, 301a, 301b Special Studies**

For senior majors, by arrangement with the department.

4 credits

**310a Recent and Contemporary Philosophy**

A study of the development of the Anglo-American tradition in philosophy including an examination of such works as Putnam's *Reason, Truth and History*; Rorty's *Philosophy and the Mirror of Nature*; MacIntyre's *After Virtue*; and Kuhn's *Structure of Scientific Revolutions*.

4 credits

*Margaret Nash*

W 7:30–9:30 p.m.

**Seminars****304a Value Theory**

Topic for 1986–87: Moral Passages: Abortion and the Social Construction of Morality. History of the abortion problem in the United States and of the moral problem as seen by the woman and her intimates, reformers, medical workers, and ethicists.

4 credits

*Kathryn Addelson*

Th 1–2:50 p.m.

**[305b Topics in Feminist Theory: Gender and Human Identity]**

An examination of the definition and foundations of gender, and its relation to race and class as components of human identity. Prerequisite: at least one course from the Philosophy, Feminism, and Society concen-



tration in the Philosophy minor or permission of the instructor. To be offered in 1987–88.  
4 credits

**331b Belief, Knowledge, and Perception**  
Selected topics in the theory of knowledge.  
4 credits

*Murray Kiteley*  
W 7:30–9:30 p.m.

**334b Mind**  
Selected problems regarding mental states, mental acts, their contents, and their objects. Topic for 1986–87: Philosophy of Human Action. A study of the concepts of the will, intention, acting for a reason, and weakness of will. Special attention is paid to Aristotle, Aquinas, Hume, Wittgenstein, Anscombe, and Davidson.  
4 credits

*John M. Connolly*  
T 3–4 p.m., Th 3–4:50 p.m.

## Graduate

**Advisers:** Members of the Department.

**450 Research and Thesis**  
8 credits

**450a, 450b Research and Thesis**  
4 or 8 credits

**451, 451a, 451b Advanced Studies**  
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.  
4 credits

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Connolly.

**Basis:** 100a or b.

**Requirements:** eight semester courses in philosophy above the basis and including 121a, 300b, any two from 100b, 124a, 125b, and two 300-level courses (other than 300b). Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

## The Minor

**Advisers for the Minor:** Members of the Department.

Students may minor in Philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course “basis” and a three-course “concentration.”

### Concentration 1: Linguistics and the Philosophy of Language

**Basis:** 121a and 236a.

In addition to the basis, PPY [221b]. One of the following may be counted toward the minor with permission of the instructor and by agreement with the minor adviser: 260b, 310a (when the topic for the semester is appropriate), [CSC 280a], [ANT 234a], or ANT 245a.

### Concentration 2: Philosophy and the Humanities

**Basis:** any two from among the following: 100b, 121a, 124a, 125b, HWI 150a and 151b.

In addition to the basis, three courses from among the following: 222a, [224a], 233b, [235b], 237b, 260b, [REL 269b], 304a, 310a, and 334b.

### **Concentration 3: Philosophy, Feminism, and Society**

Basis: any two from among the following: 100b, 121a, 124a, 125b.

In addition to the basis, three courses from among the following: [235b], 240a, 304a, [305b].

Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

### **Honors**

**Director:** Thomas Tymoczko.

Basis: two semester courses from 100b, 124a, 125b. In addition, 121a is required. For other prerequisites for specific programs, the director should be consulted.

#### **501 Thesis**

8 credits

#### **501a Thesis**

8 credits

#### **502 Thesis**

12 credits

Requirements: a minimum of eight semester courses in philosophy above the basis and a thesis; an oral examination on the material discussed in the thesis.

## Departmental Major and Minor in Physics

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### Professors

Elizabeth S. Ivey, Ph.D., *Chair*

**\*\***Malgorzata Zielinska-Pfabé, Ph.D.

Melvin S. Steinberg, Ph.D.

### Associate Professor

W. Bruce Hawkins, Ph.D.

### Assistant Professor

**\*\***C. Sean Sutton, Ph.D.

### Laboratory Supervisor

Douglas MacIntire, B.A.

Students planning to major in physics are advised to elect both 115a and b and a course in mathematics in the freshman year.

Students who receive scores of 4 and 5 on the Advanced Placement tests in Physics B and C may not apply that credit toward the degree if they complete PHY 115a and b for credit.

### 110a Principles of Physics: Seven Ideas That Shook the Universe

Description, origins, meanings, and significance of central concepts in Physics: Copernican Astronomy, Newtonian Mechanics and Causality, The Energy Concept, Entropy and Probability, Relativity, Quantum Theory and the End of Causality, Conservation Principles and Symmetries. The course is designed for non-science majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included.

4 credits

*Malgorzata Pfabé*

M W F 2:10–3 p.m.

### 115a General Physics

The concepts and relations describing motion of objects and mechanical waves. Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors except by permission of the instructor.

4 credits

*Malgorzata Pfabé, Sean Sutton*

M W F 10:40–11:50 a.m.; lab. M T W or Th 1–4 p.m.

### 115b A continuation of 115a

Heat, electrical circuits, electromagnetism, and optics. Prerequisite: 115a.

4 credits

*Elizabeth Ivey, Melvin Steinberg*

M W F 10:40–11:50 a.m.; lab. M W or Th 1–4 p.m.

### 126a Musical Sound

The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for non-science majors with an interest in music. Lecture-demonstration: one two-hour laboratory experiment every other week.

4 credits

*Elizabeth Ivey*

T Th 9:30–10:50 a.m.

### 200a Mathematical Methods of Physical Sciences and Engineering

Applications of analytical and numerical methods of mathematics to classical and quantum mechanics, fluid dynamics, statics, statistical mechanics, heat transfer, field the-

ory, wave motion, electrical system analysis.

Prerequisites: MTH 121 and 122. (E)

4 credits

*Malgorzata Pfabé*

M W F 8–9:10 a.m.

### CSC 201b Microcomputers and Assembly Language

#### 214b Electricity and Magnetism

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and b or the equivalent.

4 credits

*Melvin Steinberg*

M W F 2:10–3 p.m.; lab. Th 9:30 a.m.–

12 noon

#### 220a Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and b.

4 credits

*Bruce Hawkins*

M W F 9:20–10:30 a.m.

#### 222a Relativity and Quantum Physics

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115a and b.

4 credits

*Melvin Steinberg*

Lec. M W F 10:40–11:50 a.m.;

lab. Th 1–4 p.m.

#### 224a Electronics

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and b.

4 credits

*Bruce Hawkins*

M W 1–4 p.m.

#### 226a Musical Sound Special Project

For Physics majors. This is 126a with the addition of a special project. Lecture-demonstration; one two-hour laboratory experiment every other week.

4 credits

*Elizabeth Ivey*

T Th 9:30–10:50 a.m.

#### [236b Light]

Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisite: 115a and b. Offered in alternate years. To be offered in 1987–88.

4 credits

#### 301a, 301b Special Studies

By permission of the department, for students who have had at least four semester courses in intermediate physics.

4 credits

#### 311a, 311b The Teaching of Physics

A one- or two-semester course for prospective teachers of secondary school physics. By permission of the department.

4 credits

*Members of the Department*

#### 322a Advanced Modern Physics

Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; solid state physics. Prerequisites: 214b, 222a, and MTH 202a or b.

4 credits

*Sean Sutton*

T Th 9:30–10:50 a.m.

#### 334b Electrodynamics

The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisites: 214b, 220a, and MTH 202a or b.

4 credits

*Bruce Hawkins*

T Th 1–2:50 p.m.

#### [340b Introduction to Quantum Mechanics]

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220a, 222a, or permission of the instructor



Offered in alternate years. To be offered in 1987–88.

4 credits

### [348a Thermal Physics]

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics.

Prerequisites: 220a, 222a, and MTH 202a or b. Offered in alternate years. To be offered in 1987–88.

4 credits

## The Major

**Advisers:** Bruce Hawkins, Elizabeth Ivey, Malgorzata Pfabé, Melvin Steinberg, Sean Sutton.

**Adviser for Study Abroad:** Bruce Hawkins.

**Adviser for Secondary School Teaching:** Melvin Steinberg.

**Basis:** 115a and b.

**Requirements:** eight semester courses above the basis, including: 214b, 220a, 222a, and one of the following: MTH 201a or b, 202a or b, or 222a. Two of the eight courses may be advanced courses in closely allied departments; at least two must be 300-level physics courses.

Students planning graduate study in physics are advised to include most of the following in their program: 322a, 334b, [340b], [348a].

**Recommended courses:** CHM 102a and b; MTH 204a.

Each student is expected to participate in a journal club during her senior year. Students are advised to acquire a facility in computer programming and with machine-shop equipment. A non-credit shop course will be offered during the January inter-term.

## The Minor

**Advisers:** Members of the Department.

The minor in Mathematical Physics is offered for those students interested in the mathematical foundations of physics.

**Requirements:** a total of six courses as follows: PHY 115a and b; PHY 222a; two courses from among MTH 201, MTH 202, MTH 204, MTH 205, MTH 222, MTH 324; and either PHY 214b and PHY 334b, or PHY 220a and [PHY 340b].

## Honors

**Director:** Bruce Hawkins.

**Basis:** same as that for the major.

### 501 Thesis

8 credits

### 502 Thesis

12 credits

**Requirements:** same as for the major plus an honors project and thesis (501, 502) normally pursued throughout the senior year. An oral defense of the honors thesis.

## Interdepartmental Minor in Political Economy

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### Advisers

Philip Green, Professor of Government, *Director*

Richard Fantasia, Assistant Professor of Sociology & Anthropology

\*Maurice Isserman, Assistant Professor of History

Cynthia Taft Morris, Professor of Economics

Andrew Zimbalist, Professor of Economics

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The purpose of the Political Economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The Political Economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the Political Economy minor in that department.

### 1. Theory:

- ECO 225a Political Economic Analysis, *Randall Bartlett*
- ECO 256a Marxian Political Economy, *Stephen Cullenberg*
- GOV 261a Political Theory of the Nineteenth and Twentieth Centuries, *Philip Green*

### 2. History:

- ECO 207b The Early Development of Capitalism in Europe, *Cynthia Taft Morris*

- [ECO 208b European Economic History]
- [HST 278a Transformation of Work in Nineteenth- and Twentieth-Century America]
- ECO 285b American Economic History: 1870–1950, *Mark Aldrich*

### 3. Contemporary Applications:

- SOC 212b Class and Society, *Richard Fantasia*
- ECO 201b Problems of the Modern Economy, *Claes Brundenius*
- ECO 209b Comparative Economic Systems, *Jean Pyle*
- ECO 224a Environmental Economics, *Mark Aldrich*
- ECO 309b Seminar in Comparative Economic Systems, *Andrew Zimbalist*
- GOV 204a Urban Politics, *Martha Ackelsberg*
- GOV 333b Seminar: The Politics of Capitalism, *Philip Green*

4. Special Studies (PEC 301a, b) will also be proposed, to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

## Departmental Major and Minor in Psychology

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### Professors

Robert Teghtsoonian, Ph.D., *Chair*  
J. Diedrick Snoek, Ph.D.  
Frances Cooper Volkmann, Ph.D.  
Peter Benedict Pufall, Ph.D.  
Faye Crosby, Ph.D.  
Donald Baldwin Reutener, Jr., Ph.D.

\*\*Jill G. de Villiers, Ph.D. (Psychology and Philosophy)

\*\*Peter A. de Villiers, Ph.D.

### Adjunct Professor

Joan E. Morgenthau, M.D.

### Associate Professors

Fletcher A. Blanchard, Ph.D.  
Randy O. Frost, Ph.D.

### Adjunct Associate

#### Professors

Barbara B. Reinhold, Ed.D.  
Ronald J. Blank, M.D.

### Assistant Professors

\*Donna Kiyo Nagata, Ph.D.  
Philip K. Peake, Ph.D.  
Carolyn Palmer, Ph.D.  
Anne E. Powell, Ph.D.

### Lecturer

John Jalowiec, Ph.D.

### Visiting Lecturer

George Abbott, Ph.D.

### Assistant in Statistics

Ann Pufall, B.A.

### Research Associates

Roberta Collard, Ph.D.  
†George M. Robinson, Ph.D.  
Martha Teghtsoonian, Ph.D.  
Steven Trierweiler, Ph.D.

Unless otherwise indicated, 101a or b is prerequisite for every further course.

## Introductory Courses

### 101a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology.

Diedrick Snoek, Director.

4 credits

#### *Members of the Department*

Lec. M W F 1–2 p.m.; Discussion sections (one per week): T 8–9 a.m.; T 1–2 p.m.; W 8–9 a.m.; W 10:40–11:50 a.m.; W 2:10–3 p.m.; Th 8–9 a.m.; Th 1–2 p.m.; F 8–9 a.m.; F 10:40–11:50 a.m.

### 101b A repetition of 101a

Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). Beth Powell, Director.

4 credits

*Members of the Department*

Section A: M W F 9:20–10:30 a.m.

Section B: M W F 10:40–11:50 a.m.

Section C: M W 1–2:50 p.m.

Section D: T Th 1–2:50 p.m.

**102a Introduction to Experimental Psychology**

Application of the experimental method to problems in psychology. Basic experiments in human perception and learning; operant conditioning of nonhuman organisms.

Peter de Villiers, Director.

4 credits

*Members of the Department*

M W 1–3 p.m.; M W 7:30–9:30 p.m.;

T Th 9:30–11:50 a.m.; T Th 1–2:50 p.m.

**102b A repetition of 102a**

Randy Frost, Director.

4 credits

*Members of the Department*

M W 9:20–11:50 a.m.; M W 1–3 p.m.;

T Th 9:30–11:50 a.m.; T Th 1–2:50 p.m.

**103a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems. Enrollment limited to 40. Prerequisite: 101a or b or permission of the instructor.

4 credits

*Philip Peake*

M W F 9:20–10:30 a.m. One recommended lab. chosen from W 10:40–11:50 a.m.;

W 1–2 p.m.; Th 8–9:20 a.m.; Th 9:30–10:50

a.m.; Th 11–11:50 a.m. Lab. size limited to 8 students.

**103b A repetition of 103a**

4 credits

*Peter Pufall*

Section A: M W F 9:20–10:30 a.m.

Section B: M W F 10:40–11:50 a.m.

Sections limited to 20 students.

One recommended lab. chosen from W 9:20–10:30 a.m.; W 10:40–11:50 a.m.;

W 1–2 p.m.; Th 8–9:20 a.m.; Th 9:30–

10:50 a.m.; Th 11–11:50 a.m. Lab. size

limited to 8 students.

**A. General Courses****PPY 209a Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**276b Psychology of Women**

Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men. Topics include sex role stereotypes and sex role development, family and work, mental health and sexuality, and occupational status. Most of the literature deals with, regrettably, white, middle class females.

4 credits

*Faye Crosby*

Lec. M W F 10:40–11:50 a.m.

**303a Advanced Research Design and Statistical Analysis**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Special emphasis placed on the research interest of the class members. Prerequisites: 103a or b or SSC 190a or b, and 102a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

Lec. T Th 11–11:50 a.m.; lab. T 1–2:50 p.m.

**320a Seminar in Environmental Psychology**

Perception and knowledge of the physical environment, and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools, and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred.



4 credits

*Robert Teghtsoonian*

T 3–4:50 p.m.

**376b Topics in the Psychology of Women**

Each year a current topic will be featured. Topics include women and their multiple roles; women and discrimination; victims and system-changes; men, women, and power; women and divorce.

4 credits

*Faye Crosby*

M 7:30–9:30 p.m.

**B. Psychological Processes****210a Motivation and Emotion**

A brief survey of the major theoretical viewpoints and empirical work related to the causes of behavior. Special emphasis given to social psychological analysis of motivation and emotion. Special topics include anger, the achievement motive, the justice motive, and nonverbal communication of emotion. Enrollment limited to 16.

4 credits

*Faye Crosby*

M W F 9:20–10:30 a.m.

**216b Perception**

Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Robert Teghtsoonian*

Lec. and lab. M W 2:10–4 p.m.

**[218b Cognitive Psychology]**

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision making. Experiments conducted in several

of these areas. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16. To be offered in 1987–88. 4 credits

**[PPY 221b Language]**

See Interdepartmental and Extradepartmental Course Offerings.

**[224b Learning and Behavior Change: Methods, Theory, and Practice]**

A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and directed practicum projects. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16. To be offered in 1987–88. 4 credits

**314a Seminar in Foundations of Behavior**

Topic for 1986–87: Language Disorders in Children. Consideration of the nature of language acquisition in mentally retarded, autistic, dysphasic, deaf, and blind children in the light of what is known about the patterns and determinants of normal language acquisition. In each case alternative language training programs for the disordered child will be evaluated. Prerequisite: PHI 236, or PPY 221, or PSY 233.

4 credits

*Peter de Villiers*

W 7:30–9:30 p.m.

**C. Physiological Psychology****211a Physiological Psychology I**

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical examples. Major topics include

sensory, motor, regulatory, emotional, sexual, and linguistic behavior, with special emphasis on the physiological bases of learning. Prerequisite: 101a or b, or BIO 101a or b.

4 credits

*Beth Powell*

Lec. M W F 1–2 p.m., plus an additional hour to be arranged.

### 212b Developmental Psychobiology

Effects of genetic and early environmental influences on the development of sensory and motor systems, biochemical mechanisms, and complex behavioral functions. A partial list of topics includes effects of drugs and hormones, sensory deprivation, malnutrition, and social isolation and enrichment. Concepts of plasticity and critical periods in neural, biochemical, and behavioral development. Prerequisite: 211a, BIO 101a or b, or permission of the instructor.

4 credits

*Beth Powell*

Lec. and lab. M W F 1–2 p.m., plus an additional hour to be arranged.

### 311a Physiological Psychology II

Advanced laboratory course. Topics include neuroanatomical and neurophysiological substrates of sensation and perception, coordinated movement, and consciousness and attention. Prerequisites: 102a or b, 211a, and BIO 101a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*John Jalowiec*

Lec. T Th 8–9:20 a.m., lab. W 2–5 p.m.

### 316b Seminar in Biopsychology

Advanced study of selected brain-behavior relations. May include lecture-discussions and seminars; also laboratory work or field trips where appropriate. Prerequisite: 211a, 212b, or permission of the instructor.

*John Jalowiec*

To be arranged

## D. Developmental Psychology

Director of the Child Study Committee:

Peter Pufall.

### 233a Child Development

A review of theory and research of the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. One observational hour per week in the Campus School, to be arranged.

4 credits

*Carolyn Palmer*

Lec. M W F 8–9:10 a.m.

### 235b Experimental Study of the Behavior of Children

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, spatial perception and representation, sex differences and sex roles. Prerequisites: 102a or b and 233a, or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter Pufall*

Lec. and lab. T Th 9:30–10:50 a.m.,

Th 11–11:50 a.m.

### EDC 238b Educational Psychology

### 241a Psychology of Adolescence

Exploring adolescents' developing identity and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and social changes of this phase.

4 credits

*Carolyn Palmer*

Lec. M W F 1–2 p.m.

### 243a Adult Development

The study of lives from a life-cycle perspective, with special emphasis on the adult lives of women as compared to men. Top-

ics include psychological theories of life-cycle, longitudinal and psycho-biographical approaches, career development, friendship and love relationships, pregnancy and parenthood, retirement and old age.

4 credits

*Diedrick Snoek*

Lec. T Th 1–2:50 p.m.

### **333b Seminar in Child Development**

An examination of infant development. Topics include cognitive, perceptual, and social-affective development. Prerequisite: 233a or permission of the instructor.

4 credits

*Carolyn Palmer*

T 9:30–11:50 a.m.

### **340b Seminar in Gender and the Life Course**

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity, and intimacy and sexuality? Prerequisite: 233a or b or 241b or 243a. (E)

4 credits

*Diedrick Snoek*

W 7:30–9:30 p.m.

## **E. Clinical Psychology**

### **252a Abnormal Psychology**

A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

4 credits

*Randy Frost*

Lec. M W F 10:40–11:50 a.m.

### **253b Child Clinical Psychology**

Survey of child psychopathology from a

developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252.

4 credits

*To be announced*

To be arranged

### **254a Clinical Psychology**

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, assessment and treatment of psychopathology, forms of psychotherapy, and evaluation of the success of psychological interventions.

Prerequisite: 252.

4 credits

*George Abbott*

T Th 8–9:20 a.m.

### **258b Experimental Investigation in Clinical Psychology**

An examination of research in health psychology and behavioral medicine. Focus on behavioral and personality factors in the development of illness, and psychological treatments for physical disorders. Prerequisite: 102a or b.

4 credits

*Randy Frost*

Lec. and lab. M W F 9:20–10:30 a.m.

### **352b Seminar in Advanced Abnormal Psychology**

Examination of community mental health and community psychology approaches to conceptualizing and treating mental health problems. Prerequisite: 252.

4 credits

*Donna Nagata*

Th 1–2:50 p.m.

### **354a Seminar in Clinical Psychology**

Mood Disorders. An examination of psychopathology related to moods, their etiology, and their treatment. Special focus on



depression, dysphoria, mania, and bipolar disorders. Prerequisite: 252 or 254.

4 credits

*Randy Frost*

T 1–2:50 p.m.

## F. Social and Personality Psychology

### 250a Psychology of Personality

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives.

4 credits

*Philip Peake*

Lec. M W F 10:40–11:50 a.m.

### 255b Personality Assessment and Research

An introduction to techniques in personality measurement and experimentation. The use of personality scales, behavioral observation, and interviews in the design of personality research. Prerequisites: 102a or b, 250b or permission of the instructor.

4 credits

*Philip Peake*

Lec. and lab. T Th 1–2:50 p.m.

### 270b Social Psychology

The study of social behavior considered from a psychological point of view. Topics include: small group behavior, interpersonal attraction, prosocial behavior, person perception, attitude acquisition and change, leadership, conformity, aggression, and prejudice.

4 credits

*Fletcher Blanchard*

Lec. M W F 10:40–11:50 a.m.

### 272a Experimental Study of Social Behavior

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected, current research

problems concerning social behavior. Prerequisites: 102a or b and 270b, or permission of the instructor.

Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

Lec. and lab. T Th 1–2:50 p.m.

### 278b Behavior in Organizations

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270b or permission of the instructor.

4 credits

*Diedrick Snoek*

Lec. and lab. T Th 1–2:50 p.m.

### 350b Seminar in Personality

Topic: The Perception of Personality. A consideration of the processes that underlie the perception of personality in individuals. Specific attention will be devoted to an analysis of self-perception and the impact of self upon behavior. Relevant research from cognitive, social, personality, and clinical psychology will be discussed. Admission by approval of the instructor.

Prerequisites: 250 or 270.

4 credits

*Philip Peake*

T 3–4:50 p.m.

### 370b Seminar in Social Psychology

Topic: Social Psychology of the Judicial Process. Consideration of the behavior of attorneys, judges, defendants, and jurors from a social psychological perspective. Prerequisite: 270b or permission of the instructor.

4 credits

*Fletcher Blanchard*

T 1–2:50 p.m.

### 301a, 301b Special Studies

By permission of the department, for qualified junior and senior majors.

4 credits



## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Fletcher Blanchard.

**Basis:** 101a or b, 102a or b, and 103a or b.

**Requirements:** 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas as well as adequate depth in at least one area. In constructing a major program, adequate depth is considered to be achieved by selecting three courses in one of the five areas B-F, and sufficient breadth by selecting at least one course from each of three additional areas of the six areas A-F.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## The Minor

**Advisers:** Members of the Department.

**Requirements:** six semester courses including two of the three courses which comprise the basis for the major, and four additional courses selected from at least two of the six areas A-F. In addition, one of these four courses must either be a laboratory or a seminar.

## Honors

**Director:** Peter Pufall.

**Basis:** 101a or b, 102a or b, 103a or b, and one other semester course.

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

**Requirements:** 10 semester courses including the basis. Normally an honors student will undertake a year-long thesis (502) for 12 credits. Under the condition of accelerated graduation, a student may elect 501a for 8 credits. Further requirements include special honors examinations. It is recommended that students elect a laboratory or seminar in the area of the thesis topic prior to the senior year.

## Interdepartmental Minor in Public Policy

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### Director

Donald Baumer, Associate Professor of Government

### Visiting Lecturer

Erica Kates, Ph.D.

### Advisers

Randall Bartlett, Associate Professor of Economics

John Burk, Professor of Biological Sciences

Allen Curran, Professor of Geology

†Donna Robinson Divine, Professor of Government

Deborah Haas-Wilson, Assistant Professor of Economics

Andrew Zimbalist, Professor of Economics

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The Program in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in Public Policy is designed to be a valuable complement to majors in both the social and natural sciences.

### [GOV 207a Politics of Public Policy]

4 credits

### 220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. Prerequisites: ECO 150a or b. Recommended: one course in American government.

4 credits

*Randall Bartlett (Economics)*

M W F 10:40–11:50 a.m.

### 252a Colloquium: Science, Technology, and Public Policy

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Enrollment limited to 25. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with GOV 305a.

4 credits

*Stanley Rothman (Government)*

*Stylianios Scordilis (Biology)*

Th 3–4:50 p.m.

### 253b U.S. Immigration and Refugee Policy

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws.

Americanization programs, mutual assistance, and legal aid.

4 credits

*Peter Rose (Sociology and Anthropology)*

M 7:30–9:30 p.m., T 3–4:50 p.m.

### [254b Agriculture and Public Policy in the United States]

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include: genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers, and policies of the Reagan Administration. Lectures and discussions will be augmented with films and field trips. To be offered in 1987–88.

(E)

4 credits

### 257a Women and Public Policy

Drawing upon the literature of public policy, social welfare, law, and sociology, this course will study and assess the impact of selected social policies on women—especially poor and minority women. Policy areas will include income maintenance, pregnancy, housing, and criminal justice. Lectures will be augmented with guest speakers and film. (E)

4 credits

*Erika Kates*

M W F 9:20–10:30 a.m.

### [265a Water and Policy: Sources, Uses, and Social Control]

Examination of issues surrounding the availability and use of water resources: the hydrologic cycle, economic uses of water, methods of allocating water to different uses, problems of pollution, assurance of adequate supplies and quality. Case studies of selected water systems and policy problems. Prerequisite: PPL 220 or permission of the instructors. Offered in alternate years. To be offered in 1987–88. (E)

4 credits

### 301a, 301b Special Studies

By permission of the director.

4 credits

### 303b Public Policy for Marine and Coastal Resources

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors.

4 credits

*John Burk (Biological Sciences), Allen Curran (Geology), Peter Rowe (Government)*

M W F 10:40–11:50 a.m.

### 390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups which recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in Public Policy, or other seniors with permission of the instructor.

4 credits

*Deborah Haas-Wilson (Economics)*

Th 1–2:50 p.m.

## The Minor

**Director:** Donald Baumer.

**Advisers:** Randall Bartlett, Economics; John Burk, Biological Sciences; Allen Curran, Geology; Deborah Haas-Wilson, Economics; Andrew Zimbalist, Economics.

The minor in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the

content of contemporary policy issues. It is designed to be a valuable complement to majors in both the social and natural sciences. The minor consists of six courses:

PPL 220a Public Policy Analysis or  
GOV 207a

Any two Public Policy electives  
Any two courses from departmental offerings which have substantial policy content (to be selected in consultation with a minor adviser)  
PPL 390b Senior Policy Workshop



## Departmental Major and Minor in Religion & Biblical Literature

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### Professors

Sten Harold Stenson, Ph.D.  
 Bruce Theodore Dahlberg, M.Div., Ph.D.  
 Jochanan H. A. Wijnhoven, Ph.D.  
 Taitetsu Unno, Ph.D.  
 Robert M. Haddad, Ph.D. (Religion &  
 Biblical Literature and History)  
 \*Thomas Sieger Derr, Jr., M.Div., Ph.D.  
 D. Dennis Hudson, Ph.D., *Chair*  
 †Karl Paul Donfried, Dr.Theol.  
 Quentin Quesnell, S.S.D.  
 Jean Higgins, Ph.D.

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### Assistant Professor

John W. Betlyon, Ph.D.

### Visiting Ada Howe Kent Lecturer

James B. Hubbard, M.A.

### Visiting Lecturers

Robert F. Berkey, Ph.D.  
 Judith Baskin, Ph.D.

Colloquia are primarily reading and discussion courses limited to 25 students.

## 100-Level Courses

### 101a Religion as a Human Experience

Interpretations of religion by its exponents and critics in theology, philosophy, literature, and the social sciences. Readings from Graham Greene, C. G. Jung, C. S. Lewis, Paul Tillich, Elie Wiesel, and others. Bruce Dahlberg, Director.  
 4 credits

*Members of the Department*

Lec. and dis. T Th 9:30–10:50 a.m.

### 103b Judaism, Christianity, and Islam

An introduction to the monotheistic traditions of Middle Eastern origin: their faith, practice, and interaction. Occasional films. Sten Stenson, Director.  
 4 credits

*Members of the Department*

Lec. T Th 9:30–10:50 a.m.

### 104a Eastern Religious Traditions

Great religious leaders and texts of the non-Western world in their cultural contexts, e.g., Hindu, Buddhist, Confucian, and

Taoist traditions. Some attention given to beliefs and rituals as expressed in art and architecture. Occasional films. Taitetsu Unno, Director.

4 credits

*Members of the Department*

T Th 11–11:50 a.m., T 1–2:50 p.m. or  
 Th 1–2:50 p.m.

### 110b Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion.  
 4 credits

#### A. Religion as Folklore, Ancient and Modern

Introduction to the mechanics of oral literature in both ancient and modern settings. Readings include a Canaanite cosmogony, Babylonian creation epics, Hesiod's *Theogony*, *The Nibelungenlied*, *Arthurian Romances*, and examples of Westerns and science fiction.

*John Betlyon*

T Th 11–11:50 a.m.

#### B. Jewish-Christian Relations

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing reli-

gious perspectives of each community; the varieties of interaction including conversion, disputation, persecution, assimilation, encounter.

*Jochanan Wijnhoven, Howard Adelman (Jewish Studies)*

W 7:30–9:30 p.m.

### [C. Poetry as Contemplation]

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation. To be offered in 1987–88.

### D. Jesus, Politics, and Society

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period.

*Quentin Quesnell*

Th 3–4:50 p.m.

### [E. Feminine Myths, Images, and Symbols]

A survey of theological, literary, and artistic images of the feminine in the religious traditions of the West. The myths and rituals that create and sustain these images. Their implications for the lives of women in religious and secular culture. The symbolic significance of Eve and Mary as prototypes of womanhood. Primary and secondary source readings supplemented by illustrated lectures. To be offered in 1987–88.

### 185 Biblical Hebrew

Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Alternates with 285a and b.

8 credits

*Jochanan Wijnhoven*

M W F 8–9:10 a.m.

## 200-Level Courses

No prerequisites unless specified.

### 210a Introduction to the Bible I

The Hebrew Scriptures (Old Testament). The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

4 credits

*Bruce Dahlberg*

T Th 8–9:20 a.m.

### 220b Introduction to the Bible II

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. Illustrated lectures.

4 credits

*Robert Berkey*

M 2:10–4 p.m., W 2:10–3 p.m.

### [222c Excavation of Tell el-Hesi in Israel]

Basic training in archaeological field techniques, with particular attention to Palestine in the Biblical period. Previous archaeological experience not expected; admission is by application to the instructors. Fee extra. Next offered, summer 1988 (tentative). For alternative fieldwork opportunities, consult members of the archaeology minor advisory committee.

4 credits

### [225b The Mediterranean World of the Early Christian Apostles]

The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. REL 220 is recommended. To be offered in 1987–88.

4 credits

**230b Western Christian Thought and Worship (30–1100)**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of Medieval Christianity. Occasional films.

4 credits

*Bruce Dahlberg*

M W 9:20–10:30 a.m.

**[231a Eastern Christian Thought and Worship]**

A survey of the theology and history of the Orthodox, Monophysite, and Nestorian churches of the East from their origins to the modern era, with special emphasis upon their interaction with one another, with Islam, and with the churches and secular ideologies of the West. To be offered in 1987–88.

4 credits

**232b Western Christian Thought and Worship (1100–1800)**

An historical survey of religious life and thought from Anselm to Kierkegaard. Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic Reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment. Theological, philosophical, mystical, and literary readings, supplemented by art and music.

4 credits

*Jean Higgins*

T 1–2 p.m., Th 1–2:50 p.m.

**[JUD 234a An Introduction to Rabbinic Literature]**

To be offered in 1987–88.

**235a Jewish Philosophers and Mystics in the Middle Ages**

An introduction to a variety of philosophical approaches to Jewish life in the Middle Ages, and to mystical practices and doctrine. Selected source readings in English.

4 credits

*Jochanan Wijnhoven*

T Th 8–9:20 a.m.

**[236a Jewish Thought in the 20th Century]**

Religious and secular approaches to Jewish life in modern times. Revival of Jewish practices and search for Jewish meaning. Israel and the Holocaust in modern Jewish thought. To be offered in 1987–88.

4 credits

**[237b Religion in America]**

Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present. To be offered in 1987–88.

4 credits

**240a Introduction to Theology and Contemporary Christian Thought**

Old questions and some new answers about God and Christ, sin and salvation, mysteries and sacraments, time and eternity. New questions from liberation theology, feminist theology, evangelical theology, and others. Leading men and women theologians on the contemporary scene.

4 credits

*Quentin Quesnell*

M W F 1–2 p.m.

**245a Theological Themes in Fiction and Fantasy**

An introduction to theological themes through the medium of imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in film and in readings from storytelling theologians and theologically illuminating storytellers such as Kafka, LeGuin, Lessing, Mishima, and Flannery O'Connor.



4 credits

*Quentin Quesnell*

T Th 9:30–10:50 a.m.

### [250a Social Ethics I]

Religion as a basis for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations. To be offered in 1987–88.

4 credits

### 250b Social Ethics II

The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty.

4 credits

*Thomas Derr*

M W 9:20–10:30 a.m.

### 260b Psychology of Religion

The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Erikson, N. O. Brown, Becker, and others.

4 credits

*Sten Stenson*

M W F 9:20–10:30 a.m.

### 263a Philosophy of Religion

Problems and proposed solutions regarding the nature of religious meaning, evidence, truth. Examples of historic philosophies of religion. The relation of religion to science and to other forms of understanding. The function of myth, liturgy, and other kinds of religious expression.

4 credits

*Sten Stenson*

M W F 9:20–10:30 a.m.

### [269b Phenomenology and Existentialism]

A historical introduction to phenomenology and existentialism and to certain topics regarding consciousness, intentionality, transcendence, and other existential categories. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and others. To be offered in 1987–88.

4 credits

### 270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others.

4 credits

*Dennis Hudson*

M W F 10:40–11:50 a.m.

### 270b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present

An introduction to the religious thought of Sankara, Ramanuja, and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others.

4 credits

*Dennis Hudson*

M W F 10:40–11:50 a.m.

### 271a Buddhist Thought I

Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious philosophical, and ethical teachings of Buddhism in India, China, and Japan.

4 credits

*Taitetsu Unno*

M 3:10–4 p.m., W 2:10–4 p.m.



**274b Japanese Buddhism and Buddhist Art**

Major historical developments in Japanese Buddhism, beginning in the sixth century, and its expressions in architecture, sculpture, and painting. Readings of Buddhist texts in translation and study of the principal ideas of Sanron, Hosso, Kegon, Shingon, Tendai, Pure Land and Zen Schools as they relate to diverse artistic achievements. (E)

4 credits

*Taitetsu Unno, Marilyn Rbie (Art and East Asian Studies)*

Th 1-4:50 p.m.

**275b Islam**

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

4 credits

*Robert Haddad*

M W F 10:40-11:50 a.m.

**[285a Hebrew Religious Texts]**

Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. To be offered in 1987-88.

4 credits

**[285b Hebrew Religious Texts]**

Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185. To be offered in 1987-88.

4 credits

**[287a Greek Religious Texts]**

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 111 or the equivalent. To be offered in 1987-88.

4 credits

**300-Level Courses**

No prerequisites unless specified.

**311b Colloquium: Issues in Biblical Interpretation**

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in Black Liberation, Feminism, Marxism, and other movements. Admission by permission of the instructor.

4 credits

*Bruce Dahlberg*

Th 1-2:50 p.m.

**312b Archaeology and the Bible**

Archaeology as a research tool of the historian and Biblical scholar. Methods of excavation; evaluation and dating of artifacts. Illustrated lectures; discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion.

4 credits

*Bruce Dahlberg*

T 1-2:50 p.m.

**[320b Colloquium: New Testament]**

Topic for 1987-88: The Teaching of Jesus According to the Gospel of Matthew. Prerequisite: REL 220 or permission of the instructor.

4 credits

**330b Seminar: Historical Theology**

Topic for 1986-87: A study of the power of myth through the lens of the Genesis story of Eve. Investigation of the impact of the Eve-myth on the symbolic reality of woman in the West; the meanings read into this story and their significance for the image, self-image, status, and permitted roles of woman; textual and visual interpretations of the myth of Eve in patristic, medieval, and

modern theology, philosophy, art and literature; its influence on secular representation of the feminine in film, television and advertisement. Prerequisite: 110b Sec. E or the equivalent.

4 credits

*Jean Higgins*

T 3-4:50 p.m.

### [333b Colloquium: Theological Tendencies in Early Christianity]

Topic for 1987-88: Gnostic Gospels. Interpretation of Jesus and the origin of Christianity according to gnostic gospels and other secret and non-canonical texts recently discovered near Nag Hammadi in Upper Egypt. Prerequisite: REL 220, 230b, or permission of the instructor.

4 credits

### [353a Seminar: Medical Ethics]

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues. To be offered in 1987-88.

4 credits

### 360a Seminar: Phenomenology of Religion

Varieties of religious experiencing. The essence and manifestation of the Sacred. A cross-cultural and phenomenological study of religious consciousness.

4 credits

*Sten Stenson*

T Th 1-2:50 p.m.

### 371b Seminar: Problems in Buddhist Philosophy

Topic for 1986-87: Philosophy as Metanoia. Prerequisite: 271a or the equivalent.

4 credits

*Taitetsu Unno*

T 3-4:50 p.m.

### [JUD 380b Seminar: Women in Jewish Tradition and Literature]

To be offered 1987-88.

### 382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin

Prerequisite: one of the following (or the equivalent): GRK 111; LAT 111; or REL 185. Admission by permission of the instructor.

4 credits

*Jochanan Wijnhoven*

To be arranged

## Special Studies

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had four semester courses above the introductory level.

4 credits

## Graduate

Adviser: Bruce Dahlberg.

### 480a, 480b Advanced Studies

4 credits

### 485 Research and Thesis

8 credits

### 485a, 485b Research and Thesis

4 or 8 credits

Because the department's course offerings for graduate study are limited, admission to graduate study in religion will normally be restricted to qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the 8 courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in

their field. Courses taken to acquire such proficiency will be in addition to the 8 required for the degree. An oral examination on the complete thesis is expected.

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Betlyon.

**Requirements:** 10 semester courses, including at least one from each of the following four groups:

Biblical Studies: 210a, 220b

Judaism and Christianity: 230b, [231a], 232b, [234a], 235a, [236a]

Contemporary Religious and Ethical Thought: 240a, [250a], 250b, 260b, 263a

Hinduism, Buddhism, and Islam: 270a, 270b, 271a, [271b], 275b

Not more than two 100-level courses can be counted toward the major, except that beginning language courses in the department may be counted above the limit of two. Related courses outside the department may be counted toward the major only with the approval of the department.

## The Minor

**Advisers:** Members of the Department.

**Requirements:** five semester courses including at least one course from three of the following four groups:

Biblical Studies: 210a, 220b

Western Religious Traditions: 230b, [231a], 232b, [234a], 235a, [236a]

Eastern Religious Traditions: 270a, 270b, 271a, [271b], 275b

Contemporary Religious and Ethical Thought: 240a, 245a, [250a], 250b, 260b, 263a

Not more than one 100-level course may be counted toward the minor.

## Honors

**Director:** Bruce Dahlberg.

### 501 Thesis

8 credits

**Requirements:** same as for the major and a thesis (501) normally written in both semesters of the senior year, with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year.

# Departmental Majors in Russian Language & Literature

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## Professor

Maria Němcová Banerjee, Ph.D.

## Assistant Professor

Susan Scotto, Ph.D.

**Visiting Professor** (Hamburg Exchange Program, first semester)

Annelore Engel, Dr. phil.

## Visiting Lecturer

Catherine Woronzoff-Dashkoff

## Associate Professors

†Igor Zelljadt, M.A.

Alexander Woronzoff-Dashkoff, Ph.D., *Chair*

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## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 101 Elementary Russian

Four class hours and laboratory.

8 credits

*Susan Scotto*

M W F 9:20–10:30 a.m.

### 102 Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent.

8 credits

*Alexander Woronzoff-Dashkoff*

M W F 10:40–11:50 a.m.

### 111D Intensive Russian

Seven class hours and laboratory.

12 credits

*Susan Scotto, Alexander Woronzoff-Dashkoff*

M W F 9:20–10:30 a.m., T Th 9:30–10:50 a.m.

### 231a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as

current journals. Intensive practice in writing. Prerequisite: 102 or permission of the instructor.

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:10–4 p.m.

### 231b Advanced Russian

A continuation of 231a, including extensive translation of current material from Russian to English and intensive practice in writing. Prerequisite: 231a.

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:10–4 p.m.

### [343b Seminar in the History of the Russian Language]

A survey of the origin and development of the Russian language, its sounds, vocabulary, and grammatical forms, from the beginning to the present. Lectures and analysis of selected illustrative texts. Prerequisite: 231a and b or the equivalent, or permission of the instructor. To be offered in 1987–88 (tentative).

4 credits



## B. Literature

### 226a Readings in Nineteenth-Century Russian Literature

Topic for 1986–87: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political, and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. In translation. 4 credits

*Maria Banerjee*

T Th 1–2:50 p.m.

### [226b Readings in Twentieth-Century Russian Literature]

To be offered in 1987–88. 4 credits

### 235a Tolstoy

In translation. 4 credits

*Maria Banerjee*

T Th 9:30–10:50 a.m.

### 235b Dostoevsky

In translation. 4 credits

*Maria Banerjee*

T Th 9:30–10:50 a.m.

### 236b Russian Drama

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works. In translation.

4 credits

*Susan Scotto*

M W F 1–2 p.m.

### [237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*]

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in

some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (eighteenth century), and the age of Romantic Realism. In translation. To be offered in 1987–88. 4 credits

### 301, 301a, 301b Special Studies in Language or Literature

By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits

### 333a Literature of the Twentieth Century

Twentieth-Century Russian Lyric Poetry. Study of works by Marina Tsvetaeva, Boris Pasternak, Yunna Moric, and others. In Russian. Prerequisites: 231a and b or the equivalent or permission of the instructor. 4 credits

*Annelore Engel*

T 3–4:50 p.m.

[333b A continuation of 333a] 4 credits

### [340b Seminar: Russian Thought]

In translation. Prerequisites: HST 239b and 240b and one intermediate semester course in Russian literature, and permission of the instructor. To be offered in 1987–88. 4 credits

### [342b Seminar: Soviet Russian Literature]

Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 226b or one intermediate semester course in Russian literature. To be offered in 1987–88. 4 credits

### 346a Seminar: Pushkin and His Age

Conducted in English with reading in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor.

4 credits  
*Annelore Engel*  
 Th 3–4:50 p.m.

## The Majors

**Adviser for Study Abroad:** Maria Banerjee.

### Russian Literature

**Advisers:** Members of the Department.

Basis: 102, 226a or [237a], and [226b].

Six required courses: 231a and 231b; HST 239a and HST [240a]; two of the following: 235a, 235b, 236b.

Strongly recommended: 333a, [333b].

One required seminar: [340b] or [342b] or [343b] or 346a.

### Russian Civilization

**Advisers:** Members of the Department, and Joan Afferica (History), Ann Phillips (Government), Jean Pyle (Economics).

Basis: 102, HST 239a, and HST [240a].

Five required courses: 231a and 231b; two of the following: 226a, [226b], 235a, 235b, 236b, [237a], one of the following: GOV 222a, ECO 209a.

Strongly recommended: 333a, [333b].

One required seminar: GOV [325b] or 347b or ECO 305b or HST 292b or RUS [340b] or [342b] or [343b] or 346a.

### Honors

**Director:** Susan Scotto.

#### 501a Thesis

8 credits

### Russian Literature

Basis: same as for Russian Literature major.

Required courses: same as for Russian Literature major. In addition, a thesis written in the first semester of the senior year.

### Russian Civilization

Basis: same as for Russian Civilization major.

Required courses: same as for Russian Civilization major. In addition, a thesis written in the first semester of the senior year.

# Departmental Major and Minor in Sociology (in the Department of Sociology and Anthropology)

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**Professors**

Peter Isaac Rose, Ph.D.

Myron Peretz Glazer, Ph.D.

**Associate Professors**

Joan Lennox, M.S.S.W., M.F.A.

Wendy Glasgow Winters, Ph.D.

Arthur Shattuck Parsons, M.C.P., Ph.D.,

*Chair*

Patricia Y. Miller, Ph.D.

**Adjunct Associate Professor**

†Catherine K. Riessman, Ph.D.

**Assistant Professor**

Richard Fantasia, Ph.D.

**Visiting Lecturers**

Gail Hall, Ph.D.

Debra Rubinstein, M.A.

**Sociology**

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor.

**101a, 101b Introduction to Sociology**

Perspectives on society, culture, and social interaction. Topics include: community, class, ethnicity, family, sex roles, and deviance. Myron Glazer, Director. Colloquium format, meeting.

4 credits

First semester:

M W 9:20–10:30 a.m., *Gail Hall*;M W 10:40–11:50 a.m., *Richard Fantasia*;W F 7:30–9:30 p.m., *Richard Fantasia*;W F 10:40–11:50 a.m., *Gail Hall*;T Th 9:30–10:50 a.m., *Myron Glazer*;T Th 1–2:50 p.m., *Wendy Winters*.

Second semester:

M W 10:40–11:50 a.m., *Richard Fantasia*;W F 8–9:10 a.m., *Myron Glazer*;To be arranged; *To be announced*;To be arranged; *To be announced*.**201b Methods of Social Research**

An introduction to the logic and methods of social research, designed to develop skill

in research design and techniques. SSC 190a or b recommended but not required. 4 credits

*To be announced*

T Th 1–2:50 p.m.

**[210a Deviant Behavior]**

An exploration of theories of deviance and social disorganization, research studies, and literature aimed at understanding madness, drug abuse, rape, white-collar crime, governmental deviance, homosexuality, and rebellion. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research. To be offered in 1987–88.

4 credits

**211b Ethical Issues in Social Organizations**

Theories of deviance applied to the study of unethical practices and abuses of power in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the police, the C.I.A., the E.P.A., and the nuclear-power, automobile, and other industries.

4 credits

*Myron Glazer*

W F 10:40–11:50 a.m.

### 212b Class and Society

An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in systems of social stratification.

4 credits

*Richard Fantasia*

W 7:30–9:30 p.m.

### 213b Ethnic Minorities in America

Social organization of a multiracial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minority communities in different settings.

4 credits

*Peter Rose*

M W 9:20–10:30 a.m.

### 215a Criminology

Analysis of theories and research on delinquency, crime, corrections, and criminal justice in American society, with particular emphasis on the relationship between social class and crime. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research.

4 credits

*Debra Rubinstein*

W F 9:20–10:30 a.m.

### 216 Social Work and Public Policy

An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Fieldwork in local agencies and institutions. Parallel readings. Limited to 20 juniors and seniors.

4 credits

*Joan Lennox*

W 7:30–9:30 p.m.

### 218a Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urbanization, the city as a locus of various social relationships, the contemporary urban crisis, and strategies for revitalization. Fieldwork is encouraged.

4 credits

*Richard Fantasia*

T 1–2:50 p.m., Th 1–2 p.m.

### [219b Medical Sociology]

An examination of health and illness, emphasizing socio-political context. The social causation of disease, medicalization of deviance, professional socialization, provider-consumer relationships, and the social organization of health care. Special emphasis on women's health. Readings include literary as well as theoretical sources. To be offered in 1987–88.

4 credits

### [222b Biology, Sociology and Ideology]

Investigation of the contemporary scientific controversy about the biological basis of social behavior from a sociology of science perspective. Examination of claims and counterclaims in the sociobiology debate in the light of current scientific developments as well as sociological, historical, and philosophical studies of the relationship between biology and ideology. The course is interdisciplinary and requires no special prior knowledge. Sociological and biological concepts will be explained in lectures and reading. (E) To be offered in 1987–88.

4 credits

### 224a Family and Society

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the role of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family.

4 credits

*Arthur Parsons*

T Th 8–9:20 a.m.



**250b Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, and Durkheim, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores; all sociology and anthropology majors should take this course in the sophomore or junior year.

4 credits

*Arthur Parsons*

T Th 9:30–10:50 a.m.

**PPL 253b U.S. Immigration and Refugee Policy**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, Americanization programs, mutual assistance, and legal aid.

4 credits

*Peter Rose*

M 7:30–9:30 p.m., T 3–4:50 p.m.

**305a Seminar: Qualitative Methods in the Study of Subcultures and Social Movements**

Individual field research projects. Collection and analysis of life-history, intensive-interview, and participant-observation material. Emphasis also on ethical, political, and personal challenges of research.

4 credits

*Myron Glazer*

T 3–4:50 p.m.

**310b Seminar on Problems of Scope and Method**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous behavior.

4 credits

*Myron Glazer*

Th 3–4:50 p.m.

**311b Contemporary Sociological Theory**

Theories of contemporary society and social change with special consideration of the works of D. Riesman, P. Rieff, C. Lasch, D. Bell, R. Collins, and R. Sennett. Prerequisite: 250b. Admission by permission of the instructor.

4 credits

*Arthur Parsons*

T 3–4:50 p.m.

**313a Immigrants and Exiles**

Topic for 1986–87: America's Jews. Analysis of the history and demography of particular ethnic groups. The politics of immigration, generational changes. Intergroup relations.

4 credits

*Peter Rose*

M 7:30–9:30 p.m.

**317a Aging and Death: A Culture and Personality Approach**

The process of aging and dying. Fieldwork component required.

4 credits

*Joan Lennox*

Th 3–4:50 p.m.

**319a Seminar: Childhood Socialization**

An interdisciplinary study of how childhood is shaped by the social order. Critical analysis of theories of human development: behaviorism, cognitive development, psychoanalytic theory, and symbolic interaction. Systematic treatment of culture, subculture, and marginality. Issues of social class, child rearing practices, education and gender-role stereotyping will be addressed. Open to seniors and juniors. Prerequisite: SOC 101, permission of instructor

required. (E)

4 credits

*Wendy Winters*

T 3–4:50 p.m.

## General Courses

### SSC 190a, 190b Introduction to Statistics for Social Scientists

See Interdepartmental and Extradepartmental Course Offerings.

### 350, 350a, 350b Special Studies

By permission of the department, for junior and senior majors.

4 credits

## Graduate

### 450, 450a, 450b Research and Thesis

4 or 8 credits

### 451a, 451b Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

4 credits

## The Major

**Advisers:** Richard Fantasia, Myron Glazer, Arthur Parsons, Peter Rose.

**Adviser for Study Abroad:** Peter Rose.

**Requirements:** 10 semester courses above the basis:

101a or b (basis), 250b, 310b or 311b, four intermediate courses in sociology and two additional courses in anthropology or sociology; the remaining two courses may be in the department or other departments in consultation with the adviser. Majors are strongly urged to take 250b in their sophomore or junior year; 310b or 311b should

be taken in the senior year. Requirement of research may be met by taking SOC 201a, 305a, supervised projects conducted in other courses offering research opportunities, or independent work supervised by a member of the department.

Students interested in the study of social problems and public policy should consult with the chair or with Patricia Miller.

## The Minor

**Advisers:** Richard Fantasia, Myron Glazer, Arthur Parsons, Peter Rose.

**Basis:** 101a or b, plus 250b; and either 201a or 305a, plus three additional courses at the 200 or 300 level.

## Honors

**Director:** Arthur Parsons.

**Basis:** 101a or b.

### 501 Thesis

8 credits

### 501a Thesis

8 credits

### 502 Thesis

12 credits

**Requirements:**

- (1) a total of eight courses above the basis, including all the requirements for the major and 311b (for sociologists);
- (2) a thesis (501 or 501a) written during either the first semester or both semesters of the senior year; and
- (3) an oral examination on the thesis.

## Departmental Majors and Minors in Spanish & Portuguese

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### Professors

**\*\*Erna Berndt Kelley, Ph.D.**  
 Alice Rodrigues Clemente, Ph.D. (Spanish  
 & Portuguese and Comparative Literature)

### Associate Professor

Charles Mann Cutler, Jr., Ph.D. *Chair*  
 (Spanish & Portuguese and Afro-American  
 Studies)

### Assistant Professors

Patricia Elena González, Ph.D.  
 †Juan Gelpí, Ph.D.  
 Walter Glannon, Ph.D.  
 Nancy Saporta Sternbach, Ph.D.

### Mellon Lecturer

Phoebe Porter Medina, Ph.D.

### Assistants

Reyes Lázaro  
 Asunción Horno-Delgado

## Portuguese

Credit is not granted for the first semester  
 only of an introductory language course.

### 120 Elementary Portuguese

8 credits  
*Charles Cutler*  
 M W F 1–2 p.m.

### [125Da Intensive Elementary Portuguese]

An intensive one-semester course in the Portuguese language designed to prepare students for Portuguese 130, for upper-level courses relating to the history, culture, and political life of Brazil, Portugal, Angola, Mozambique, and other Portuguese-speaking countries, and for Junior Year Study with Smith College affiliated programs in Brazil or Portugal. To be offered in 1987–88. (E)  
 6 credits

### 130b Intermediate Course in Portuguese

Intensive oral and written work using various kinds of texts (not exclusively literary),

films, and music from Brazil, Portugal, and Portuguese-speaking Africa. Prerequisite: 120 or permission of the instructor.

4 credits  
*Charles Cutler*  
 To be arranged

### [210a Literature and Culture in the Portuguese-Speaking World]

Prerequisite: 120 or 130a or permission of the instructor. To be offered in 1988–89.  
 4 credits

### AAS 238a Afro-Brazilian Literature and Film

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance, and music. Movements and individual figures include: the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement

and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; Abdias do Nascimento and the Black Cultural Alliance; poets of the Quilombhoje Movement. Films include: *Black Orpheus*, *Barravento*, *Ganga Zumba*, *Antônio Das Mortes*, *Macunaíma*, *The Amulet of Ogum*, and *Tent of Miracles*.

4 credits

*Charles Cutler*

M W F 10:40–11:50 a.m.

Viewing times: M 7–9 p.m., T 3–4:50 p.m.

### AAS 239b The Afro-Luso-Brazilian Triangle

An interdisciplinary study in translation of literature and political culture in post-World War II Angola, Mozambique, Guinea-Bissau, and Cape Verde. The anti-colonial movement in Portuguese-speaking Africa, the liberation wars, the reaficanization movement, Lusotropicalism, the African-Afro-Brazilian cultural “space,” and Luso-African culture in New England. Readings will include the poetry of Agostinho Neto, Noemia de Sousa; prose fiction of Luandino Vieira and Jorge Amado; cultural writings of Paulo Freire, Gilberto Freire, Amílcar Cabral, Eduardo Mondlane, and Abdias do Nascimento; also the African films of Rui Guerra and Glauber Rocha.

4 credits

*Charles Cutler*

M W F 10:40–11:50 a.m.

## Spanish

Credit is not granted for the first semester only of introductory language course.

### 100D Intensive Spanish

12 credits

*Erna Berndt Kelley, Walter Glannon, Alice Rodrigues Clemente*

Six class hours as follows:

M W F 9:20–10:30 a.m., T Th 9:30–

10:50 a.m.

### 101 Elementary Spanish

8 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

M W F 10:40–11:50 a.m.; M W F 2:10–3 p.m.

### 102 Intermediate Spanish

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101.

8 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.;

M W F 2:10–3 p.m.

### 103a Grammar, Composition, and Reading

Discussion of modern Spanish short stories, novels, and poetry. Prerequisite: three entrance units.

4 credits

*Erna Berndt Kelley*

M W F 10:40–11:50 a.m.

### 200a Intermediate Conversation and Composition

Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100D or 102 or 103a.

4 credits

*Nancy Saporta Sternbach*

M W F 10:40–11:50 a.m.

### 200b A repetition of 200a

4 credits

*Nancy Saporta Sternbach*

M W F 1–2 p.m.

### 215a Literary Currents in Spain

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 100D or 102 or 103a.

4 credits

*Alice Rodrigues Clemente*

T Th 1–2:50 p.m.

### 215b A continuation of 215a

Prerequisite: four entrance units or 100D or 102 or 103a.



4 credits

*Alice Rodrigues Clemente*

T Th 1–2:50 p.m.

**216a Survey of Latin American Literature**

A historical perspective of Latin American literature as expression of the cultural development of the continent, within the framework of its political and economic dependence, from the colonial period until the present time.

4 credits

*Patricia Elena González*

M W F 9:20–10:30 a.m.

**216b A continuation of 216a**

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models.

4 credits

*Asunción Horno-Delgado*

M W F 9:20–10:30 a.m.

**IDP 219a Philosophy in Literature**

See Interdepartmental and Extradepartmental Course Offerings.

**230b Topics in Latin American Literature**

Topic for 1986–87: Hispanic Culture in the U.S. Analysis and discussion of conditions which have given rise to the Hispanic literary voice in the U.S. through the works of Chicano and Nuyorican writers. Mural art and music will also be considered.

4 credits

*Nancy Saporta Sternbach*

M W F 9:20–10:30 a.m.

**CLT 244b Colonialism and Caribbean Identity**

A study of Caribbean identity as expressed through literature. Exile, cultural and political identity, liberation, and autonomy, are examined through the literary expressions

of writing from Cuba, Jamaica, Martinique, Trinidad, Haiti, Guyana, Dominica, and Barbados.

4 credits

*Patricia Elena González*

M W F 9:20–10:30 a.m.

**Upper Division Courses in Spanish Literature**

The prerequisites for the following Spanish courses are 215a and b, or 216a and b.

**The Formative Period****[330a The Epic Tradition: Poems, Chronicles, and Ballads]**

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. To be offered in 1988–89.

4 credits

**331a The Structure of the Spanish Middle Ages in Literature**

The legacy of the Moorish, Jewish, and Christian traditions.

4 credits

*Erna Berndt Kelley*

M W F 2:10–3 p.m.

**[332a *El Libro de buen amor* and *La Celestina*]**

Study of medieval and pre-Renaissance themes. To be offered in 1987–88.

4 credits

**The Imperial Period****[340b Cervantes: The Birth of the Modern Novel]**

To be offered in 1988–89.

4 credits

**345b Renaissance and Baroque Prose**

In 1986–87, focus on short fiction, including the Moorish novella, Cervantes' exemplary novels, and works by Lope de Vega, Quevedo, Maria Zayas, and Vélez de Guevara.

4 credits

*Alice Rodrigues Clemente*

T 3–4:50 p.m., Th 11–11:50 a.m.

### CLT 353a Sonnets and Sonnet Cycles

## The Modern Period

### 360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism

A study of the literature of the nineteenth century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts.

4 credits

*Phoebe Porter Medina*

M W F 10:40–11:50 a.m.

### 363a Contemporary Women Novelists of Spain

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity, and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets, and Montero. Prerequisites: 215a and b or 216a and b or permission of the instructor.

4 credits

*Phoebe Porter Medina*

M W F 10:40–11:50 a.m.

### 364b Tradition and Dissent: The Generation of '98

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán, and Azorín.

4 credits

*Walter Glannon*

M W F 1–2 p.m.

### [366b The Heritage of Modernism: Twentieth-Century Spanish Poetry]

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War, and Franco's dictatorial regime. To be offered in 1987–88.

4 credits

### [367b Seminar on the New Drama: Themes and Trends]

Contemporary developments in Spanish drama from García Lorca to Arrabal. To be offered in 1987–88.

4 credits

## Upper Division Courses in Latin American Literature

(For courses in Brazilian Literature, see Portuguese Section)

A study of Spanish-American literature through one of four focuses: genre, region, themes, or literary movements. In all four, emphasis will be placed on such issues as changing political, social, and regional contexts; race, gender, and national identity; and European and North American models.

Each course will be an examination of the different ways in which Spanish-American literature has assimilated and transformed foreign artistic expressions into an autonomous discourse.

Prerequisite for all four courses is SPP 216a and 216b or permission of the instructor.

A student may repeat a given number of each course when the topic is also different.

### [370b Literary Genres in Spanish America]

Topic for 1987–88: Prose Fiction. Emphasis on the novella and short story in the nineteenth and twentieth centuries and chronological examination of their development in the contemporary age. Concepts such as

the fantastic, magic realism, and their relation to a Latin American identity will be examined. Readings by Darío, García Márquez, Cortázar, Borges, Bombal, Vega, and Ferré among others.  
4 credits

**[371a Latin American Literature Within a Regional Context]**

Topic for 1987–88: Central American and Caribbean literature. A study of contemporary Central American and Hispanic Caribbean writers. Topics to be discussed will include: dictatorship and literary resistance in Central America, the African heritage in Caribbean literature, race and national identity. Authors include: Cardenal, Alegria, Carpentier, Morejón, Mir, González, Sánchez, and Ferré.  
4 credits

**372b Themes in Latin American Literature**

Topic for 1986–87: Chronicles and Testimonial Literature. Analysis of texts which chronicle both official and unofficial versions of Latin American history. Documents such as Chronicles of the Conquest, letters, journals, newspapers, magazines, oral histories, and written testimonies will be examined in light of important historical events that continue to determine today's Latin America. Readings include Rigoberta Menchú, Domitila, Elena Poniatowska, Omar Cabezas, Miguel Barnet, Jacobo Timerman, and literature of political exiles.  
4 credits

*Patricia Elena González*  
T Th 9:30–10:50 a.m.

**373a Literary Movements and Periods in Latin America**

Topic for 1986–87: *Modernismo*, Decadence, Turn-of-the-Century. Study of the era which gave rise to the "emancipación mental" of the 19th century. Critical examination of the aesthetic of the authors of this generation, their impact on the future of

Latin American literature, the cultural and artistic influences which informed their world view, their concept of art, the innovations they brought to bear and the parallels between them and the *Boom*. Discussions complemented by graphics and mass media of the period. Recommended for any student who wishes to understand the evolution of Spanish American literature.  
4 credits

*Nancy Saporta Sternbach*  
M W F 1–2 p.m.

**380a, 380b Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.  
4 credits

**388a, 388b Special Studies in Language Teaching**

Admission for seniors by permission of the department.  
4 credits

## The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

**Adviser for the Spanish Major:** Walter Glannon.

**Adviser for the Latin American Majors: (Programs I and II):** Patricia Elena González.

**Adviser for the Luso-Brazilian Major:** Charles Cutler.

**Adviser for Study Abroad:** Erna Berndt Kelley.

The S/U grading option is not allowed for courses counting toward the majors.



## Spanish

Basis: 215a and b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (Formative, Imperial, Modern); three of these, one in each period, must be taken in the department at Smith College.

## Latin American Studies

Two programs are offered:

### Program I

For students particularly interested in literature.

Basis: 216a and b.

Requirements: four courses from the following: [370], [371], 372, 373, 380; one course related to Brazil; and three additional courses in the department, such as 200, 220, 230, AAS 238, and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

### Program II

For students interested not only in literature, but in such fields as economics, government, history, sociology, and anthropology.

Basis: HST 260a and HST 261b or 262a. Strongly recommended is a reading knowledge of Portuguese and/or one course related to Brazil.

Requirements: 216a and b or two of the following: [370], [371], 372, 373; five semester courses (at the intermediate or advanced level), to be selected from art, economics, geography, government, history, literature, sociology and anthropology, dealing with Spanish America and Brazil; at least two of the five must be 300-level courses.

## Luso-Brazilian Studies

Basis: HST 260a and 263a.

Requirements: two of the following: [210], 230, AAS 238, AAS 239; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, art, economics, geography, government, history, literature, sociology and anthropology, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## The Minor

Adviser: Same as listed for the majors.

### Spanish Literature

Requirements: five courses in Spanish literature including 215a and b, and two courses at the 300 level.

### Latin American Literature

Requirements: five courses in Latin American literature, including 216a and b, and two courses at the 300 level.

### Latin American Area Studies

Requirements: six courses dealing with Latin America to be selected from art, economics, geography, government, history, literature, sociology and anthropology. They must include HST 260 and 261, and SPP 216a or 216b, and at least one course at the 300 level.

## Honors

Director: Phoebe Porter Medina.

### 501a Thesis

8 credits

### Spanish Literature

Requirements: those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.



### **Latin American Literature**

Requirements: those listed under Program I of the Latin American Studies major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### **Latin American Area Studies**

Students will plan their honors program with the Director of Honors in consultation with members of the departments concerned with Latin America.

Requirements: those listed under Program II of the Latin American Studies major. The

program must include a minimum of two seminars. At least one course or seminar dealing with Latin America in each of the participating departments, i.e., in economics, government, history, sociology and anthropology, and Spanish and Portuguese. A thesis, normally to be written during the first semester of the senior year under the direction of the Latin American specialist in one of the participating departments. The thesis will be read by one or two more Latin American specialists from other participating departments, who will also be present at the required oral examination on the thesis.

## Departmental Major and Minor in Theatre

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### Professors

William Edward Hatch, M.A.

\*\*Leonard Berkman, D.F.A., *Chair*

### Associate Professors

John D. Hellweg, Ph.D.

†Catherine H. Smith, M.A., M.F.A.

Chezia Thompson, D.A. (Afro-American  
Studies and Theatre)

### Assistant Professors

Mark Harrison, M.A.

Deborah G. Lubar, B.A.

Mary Tarantino, M.F.A.

Myrna Colley-Lee, M.F.A.

Kendall, Ph.D.

#### 110a Dynamics of Drama

A lecture/laboratory exploring the components of theatre from script to performance. Works to be studied range from Shakespeare to the present.

4 credits

*Kendall*

T Th 9:30–10:50 a.m.

#### 111b Introduction to Theatre

Analysis of dramatic texts and theories of performance of drama throughout the major theatrical periods.

4 credits

*Kendall*

T Th 9:30–10:50 a.m.

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### A. History, Literature, Criticism

#### 211b Continental Theatre and Drama

Innovation and change in European theatre from the Baroque designers of the eighteenth century to the independent theatres of the late nineteenth century. Playwrights to be considered range from Goldoni, Goethe, Büchner to Ibsen, Strindberg, and Chekhov.

4 credits

*John Hellweg*

T Th 1–3 p.m.

#### 212a Modern European Drama

The plays, theatres, and playwrights of the

late nineteenth and early twentieth centuries in Europe. From Ibsen, Strindberg, and Chekhov to the widespread experimentation of the 1920s: e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, early Brecht. Attendance required at selected performances. Enrollment limited to 90.

4 credits

*Leonard Berkman*

T Th 9:30–10:50 a.m.

#### 212b Modern European Drama

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be considered include: later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, and Churchill. Attendance required at selected performances. Enrollment limited to 90.

4 credits

*To be announced*

T Th 9:30–10:50 a.m.

#### 213a American Theatre and Drama

Evolution of an American style in theatre art and development of American drama, especially from 1914 to the present. O'Neill to Sam Shepard and the off-off-Broadway playwrights. Attendance required at selected performances.

4 credits

*Kendall*

M W F 10:40–11:50 a.m.

**214b Black Theatre**

A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American Studies offerings.

4 credits

*Chezia Thompson*

T Th 9:30–10:50 a.m.

The following advanced courses in History, Literature, Criticism are limited to an enrollment of 20.

**300a Women in Theatre**

Topic for 1986–87: Women in American Theatre. Theatre as a career for women; gender awareness and sexuality as it relates to women in theatre; images of women in plays by women; feminist theatre; feminist criticism; contributions of women as actresses, playwrights, designers, directors, and producers, to important theatrical movements.

4 credits

*Kendall*

M W F 9:20–10:30 a.m.

**310b History and Theories of Acting and Directing**

Theories of acting and directing from the Greeks to the Moderns with focus upon Stanislavsky, Meyerhold, Brecht, Piscator, Viola Spolin, Joseph Chaikin, Judith Malina, Julian Beck, Grotowski, and feminist approaches (Boesing, Weaver, Sklar, Benmussa, et al).

4 credits

*Kendall*

T Th 3–4:50 p.m.

**[312b Theatre Criticism and Theories of the Modern Stage]**

Professional playgoing; writing reviews and critical essays; the role of the dramaturge and the reviewer; modern theories of the stage. Attendance at selected plays required. To be offered in the spring of 1988.

4 credits

**314a Masters and Movements in Drama**

Topic for 1986–87: Caribbean Drama. The course will focus on the plays of Earl Lovelace, Derek Walcott, Roderick Walcott, Errol John, and others.

4 credits

*Chezia Thompson*

T Th 11–11:50 a.m.

**314b Masters and Movements in Drama**

Topic for 1986–87: off-off-Broadway and Beyond. This course will focus on specific aspects of the changing theatre scene throughout the United States from the early 1960s to the present. To be considered: the development of off-off-Broadway and regional theatre; the impact of popular culture and politics on a new generation of theatre artists; directors such as Chaikin and Grotowski, Wilson and Monk; writers such as Shepard, Fornes, Terry, and Bullins; performance groups such as the Living Theatre, the Open Theatre, Bread and Puppet Theatre and Mabou Mines; developments in musical theatre; movements such as environmental theatre, story theatre, performance art, and new vaudeville.

4 credits

*Mark Harrison*

T 1–2:50 p.m., Th 1–2:50 p.m. (at the option of the instructor).

**[316b Contemporary Canadian Drama]**

Michel Tremblay and Contemporary Canadian Playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include: Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, and Margaret Hollingsworth. To be offered in the spring of 1988.

4 credits

**B. Theory and Performance**

In the following section: "L" indicates that enrollment is limited; "P" indicates that

permission of the instructor is required. Please note: registration without securing permission of the instructor where required *will not* assure course admittance.

### 200a, 200b Theatre Production

A studio course based on the preparation and performance of department productions. Students are assigned to productions as needed the first semester of enrollment, and for any of the subsequent semesters may elect to fulfill course requirements through a wide array of production-related areas. May be taken four times for credit, with a maximum of two credits per semester. General meetings two times per semester, F 3:10–4 p.m. (fall semester) 9/12 and 10/17; (spring semester) 1/30 and 3/6.

1 credit

*William Hatch*

### 241a Acting I

Introduction to physical, vocal, and interpretative aspects of performance (Ms. Lubar's section will focus on storytelling), with emphasis upon creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 credits

*Deborah Lubar*, M W 9:20–11:50 a.m., make-up lab. F 9:20–11:50 a.m.

*John Hellweg*, T Th 1–2:50 p.m., make-up lab. Th 3–4:50 p.m.

*Myrna Colley-Lee*, two hours of stage make-up every other week.

### 241b A repetition of 241a

Introduction to physical, vocal, and interpretative aspects of performance (Ms. Lubar's section will focus on storytelling), with emphasis upon creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 credits

*Deborah Lubar*, M W 9:20–11:50 a.m., make-up lab F 9:20–11:50 a.m.

*Mark Harrison*, T Th 9:30–11:50 a.m., make-up lab. Th 3–4:50 p.m.

*Myrna Colley-Lee*, two hours of stage make-up every other week.

### 242a Acting II: Musical Theatre for Actors

Application of exercises, improvisations, and textual analysis to the performance of scenes in musical theatre. This course is intended to introduce acting students, with or without musical skills, to musical theatre. Five hours of class projects. L and P. Prerequisite: 241a or b.

4 credits

*Mark Harrison*

T Th 9:30–11:50 a.m.

### 242b Acting II: Scene-Strength

Application of exercises, improvisations, and textual analysis to the performance of scenes. L and P. Prerequisite: 241a or b or permission of the instructor.

4 credits

*Deborah Lubar*

M W F 1–3 p.m.

### 251a Stagecraft

A study of the construction of scenery and props for the stage. The fundamental methods and techniques of translating the design to the physical stage. Six hours of shop time required weekly. L.

4 credits

*William Hatch*

M W F 2:10–3 p.m.

### 251b A repetition of 251a

4 credits

*William Hatch*

M W F 2:10–3 p.m.

### 252a, 252b Scene Design I

A study of pictorial organization for the support of action and characterization in the production of plays, with emphasis on designing the space and the decor. L.

4 credits

*William Hatch*

M W F 1–2 p.m.

### 253a, 253b Stage Lighting

The application of the principles of light, color, illumination, and electricity to the stage and introduction to elements of design. Additional hours of production work required for one show. L and P.



4 credits

*Mary Tarantino*

M W F 10:40–11:50 a.m.

**254a, 254b Introduction to Costume Design**

The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Six hours of after-noon production work per week required for one show.

4 credits

*Myrna Colley-Lee*

T Th 9:30–11:50 a.m.

**261a, 261b Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. L and P with writing sample required.

4 credits

261a: *Leonard Berkman*, Th 1–2:50 p.m.261b: *Cbezia Thompson*, T Th 11–11:50 a.m.**262a, 262b Writing for the Theatre**

Advanced work. Prerequisite: 261a or b. L and P.

4 credits

262a: *Leonard Berkman*, Th 1–2:50 p.m.262b: *Cbezia Thompson*, T Th 11–11:50 a.m.**342a Acting III**

Topic for 1986–87: Studies in Characterization and Style. Focus on modern Russian drama. Using mostly early 20th century, but some late 19th century Russian plays, character development and a variety of acting styles will be studied. Dramatic texts will include Chekhov, Mayakovsky, Bulgakov, Erdman, Schwartz, Gorky, Andreyev, and others. Some studio performances on this “golden age” of Russian drama will be given. Prerequisite: 242a or b or permission of the instructor. L and P. Six class hours.

4 credits

*Deborah Lubar*

M W 1–4 p.m.

**[343b Acting III]**

The course will focus on diverse acting techniques (Stanislavsky, Brecht, Viola Spolin, Open Theater), with the goal of a collectively created presentation. Prerequisite: 242 a or b or permission of the instructor. L and P. To be offered in 1987–88.

4 credits

**344a, 344b Directing**

The history and theory of directing and application of directing techniques in exercises and scene work. Prerequisites: one acting and one design/technical course. L and P.

4 credits

344a: *Mark Harrison*

T Th 1–2:50 p.m.; Th 3–4:50 p.m. at the option of the instructor.

344b: *John Hellweg*

To be arranged

**345a, 345b Advanced Directing**

Directorial analysis of plays projected through staging and characterization; independent projects. Prerequisite: 344a or b. L and P.

4 credits

345a: *Mark Harrison*

To be arranged

345b: *John Hellweg*

To be arranged

**352a, 352b Scene Design II**

An advanced study of scene design. Prerequisite: 252a or b or P.

4 credits

*William Hatch*

T 1–2:50 p.m.

**353a, 353b Advanced Stage Lighting**

A study of lighting design through exploration of different types of stage spaces both in project-on-paper work and realized designs. Design analysis and lighting orchestrations for several plays. Production work required. Prerequisite: 253a or b or P.

4 credits

*Mary Tarantino*

T Th 3–4:50 p.m.

### 354b Costume Design Techniques

The integration of the design element of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Eight hours of afternoon production work per week. Prerequisites: 254a or b and P.

4 credits

*Myrna Colley-Lee*

T Th 1–2:50 p.m.

### 301a, 301b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the Chair of the department. Departmental permission forms required.

4 credits

**Dance** (see Dance Department also.)

## Graduate

**Advisers:** Leonard Berkman, first semester; John Hellweg, second semester.

### 400a, 400b Research and Thesis Production Project

4 credits

*Leonard Berkman, John Hellweg, Mark Harrison*

### 401a, 401b Special Studies

4 credits

*Members of the Department*

By permission of the instructor and Chair of the department, the following graduate courses are open to qualified seniors:

### 412a Advanced Studies in Acting, Speech, and Movement

4 credits

*Mark Harrison, Deborah Lubar, John Hellweg*

### 412b Advanced Studies in Acting, Speech, and Movement

4 credits

*Mark Harrison, Deborah Lubar, John Hellweg*

### 413a, 413b Advanced Studies in Design

4 credits

- I. Scene Design  
*William Hatch*
- II. Lighting Design  
*Mary Tarantino*
- III. Costume Design and Cutting  
*Myrna Colley-Lee*
- IV. Technical Production  
*William Hatch*

### 415a, 415b Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting

4 credits

*Leonard Berkman, John Hellweg*

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Deborah Lubar.

**Basis:** 110a and 111b.

**Requirements:** nine semester courses, including the following:

1. 110a and 111b as the basis.
2. Three courses from Division A:
  - History
  - Dramatic Literature
  - Criticism
 (These courses are listed as 211b through 314b.)
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or dance course (THE 241a or b or a studio dance course); one design or technical course (THE 251a or b or 252a or b or 253a or b or 254a or b); one directing, choreography, or playwriting course (THE 344a or b or DAN 353b or THE 261a or b).

4. Four semesters (or four credits) of Theatre 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 110a and 111b; DAN 151a or b; DAN 171a, 272a; one from dramatic literature; one from design or technical theatre; DAN 252b, 353b, and 377a.

Students with a dance emphasis should consult with Dance faculty in addition to a major adviser in the Theatre Department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include: ENG 218a, 218b, 343b; RUS 236b.

## The Minor

**Advisers:** Members of the Department.

**Requirements:** six courses.

**Basis:** 110 and 111.

In addition to the basis: two semester courses approved by an adviser in each of two different divisions:

- (a) History, Literature, Criticism;
- (b) Acting, Dance, Choreography, Directing, or Playwriting; and
- (c) Costume, Lighting, or Scene Design.

## Honors

**Director:** Leonard Berkman, first semester; John Hellweg, second semester.

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - (a) a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - (b) a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

# Interdepartmental Minor in Third-World Development Studies

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## Advisers

Elizabeth Hopkins, Anthropology, *Co-director*

\*\*Nola Reinhardt, Economics, *Co-director*

†Donna Robinson Divine, Government

\*\*Joan Afferica, History

## Participating Faculty Members

\*\*Joan Afferica, Professor of History

Susan Bourque, Professor of Government

†Stuart Brown, Assistant Professor of Economics

†Donna Robinson Divine, Professor of Government

Daniel Gardner, Associate Professor of History

Stephen Goldstein, Professor of Government

Robert Haddad, Professor of History and Religion & Biblical Literature

Elizabeth Hopkins, Professor of Anthropology

Donald Joralemon, Assistant Professor of Anthropology

Linda S. Lewis, Assistant Professor of Anthropology (at Amherst College  
under the Five College Program)

Mahnaz Mahdavi, Lecturer in Economics

\*\*Frédérique Marglin, Assistant Professor of Anthropology

Cynthia Taft Morris, Professor of Economics

Walter Morris-Hale, Associate Professor of Government

Richard Parmentier, Assistant Professor of Anthropology

<sup>2</sup>Sean Redding, Visiting Lecturer in History

\*\*Nola Reinhardt, Assistant Professor of Economics

David Walker, Assistant Professor of History

Andrew Zimbalist, Professor of Economics

Third-World Development Studies, a multi-disciplinary social science program, explores the transformation of Latin American, African, Middle Eastern, and Asian societies since the sixteenth century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history, and political science while ensuring

that the student has a sustained familiarity with one geographical region. Courses are drawn from the departments of Economics, Government, History, and Sociology and Anthropology.

Requirements: six semester courses, with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration, such as Africa or the Middle East.



## Anthropology

- 130a Introduction to Cultural Anthropology
- 130b A repetition of 130a
- 231b Africa: A Continent in Crisis
- 232a Political Anthropology
- [236b Economic Anthropology]
- 237b Native South Americans
- [241b Development and Threatened Cultures]
- 247a East Asian Societies
- 248a Medical Anthropology
- 332b Seminar: The Dynamics of Change: Tradition and Modernization in Non-Western Societies

## Economics

- 209a Comparative Economic Systems
- 211a Economic Development
- 309b Seminar: Topics in Comparative Economic Systems
- 311b Seminar: Topics in Economic Development
- 318a Seminar: Latin American Economics

See departmental listing for course requirements.

## Government

- [223b Governments and Politics of the Middle East and North Africa]
- 224a Latin American Political Systems
- 225a Government and Politics of Sub-Saharan Africa

- 228b Government and Politics of China
- 229b Government and Plural Societies
- 324a Seminar in Comparative Government: Political Development in Latin America
- 344b Seminar in International Politics: South Africa in World Politics
- [348a Seminar in Comparative Government and International Relations: The Arab-Israeli Dispute]

## History

- 212b East Asia in Transformation, A.D. 900 to c. 1850
- 213b Aspects of Chinese and Japanese History
- 239a Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars
- 258b Problems in Twentieth Century African History
- 260a Colonial Latin America, 1492–1821
- 261b National Latin America, 1821–Present
- 262a Modern Mexico
- 263a Continuity and Change in Spanish America and Brazil
- 292a Modern European Studies in History
- 307b Seminar: Problems in the History of the Islamic Middle East
- [361b Seminar: Problems in the History of Spanish America and Brazil]

## Interdepartmental Minor in Urban Studies

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### Advisers

Martha Ackelsberg, Associate Professor of Government  
 Randall Bartlett, Associate Professor of Economics, *Director*  
 Richard Fantasia, Assistant Professor of Sociology and Anthropology  
 Helen Searing, Professor of Art  
 John Walter, Associate Professor of Afro-American Studies

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The minor in Urban Studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list, but must contain choices from at least three different departments or programs. Courses offered at other campuses in the five colleges may be included in the minor with the approval of one of the advisers.

### Afro-American Studies:

- 376b Seminar: Urbanization, Industrialization and Black Americans
- 278b The Sixties in America
- 277b The Jazz Age

### Art:

- 202 History of City Planning and Architecture
- [205b Great Cities]
- [215a Ancient Cities and Sanctuaries]
- [257b American Architecture and Urbanism]
- [258a Architecture of the Twentieth Century]
- 290b Colloquium: Architectural Studies

### Comparative Literature:

- [295a Imagination and the City]

### Economics:

- 230b Urban Economics

### Education:

- 200b Education in the City

### English:

- 233b American Literature from 1865 to 1914

### Government:

- 204a Urban Politics
- [209a Studies in Local Government]
- [310b Seminar in Urban Politics]

### Sociology:

- 218a Urban Sociology
- 213b Ethnic Minorities

## Interdepartmental Minor in Women's Studies

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### Members of the Advisory Committee on the Study of Women for 1986-87

Marilyn Schuster, Associate Professor of French Language & Literature, *Chair and Director of the Minor*

Martha Ackelsberg, Associate Professor of Government

Susan Carter, Associate Professor of Economics

Faye Crosby, Professor of Psychology

Robert Carrier, Assistant Professor of Mathematics

Patricia González, Assistant Professor of Spanish & Portuguese

Jean Higgins, Professor of Religion

**\*\***Ann Jones, Associate Professor of Comparative Literature

Lisa Reitzes, Instructor in Art

Nancy Saporta Sternbach, Assistant Professor of Spanish & Portuguese

Susan Van Dyne, Associate Professor of English Language & Literature

John Walter, Associate Professor of Afro-American Studies

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Over 20 courses that focus on women's experience are offered each year by separate departments, including in the second semester a group of four courses that are coordinated through a lecture-discussion series on an interdepartmental theme. In addition, the Advisory Committee on the Study of Women offers advice to students considering a self-designed interdepartmental major or a Smith Scholars project.

minor is interdepartmental, a student will also gain a historical and cross-cultural perspective on women's experience through the examination of other issues, such as race, class, and cultural difference that are central to the study of gender. A critical awareness of methodology (in the organization of knowledge and the framework for analysis) is important within each course in the minor and throughout the body of the student's work.

### The Minor

**Director:** the chair of the Advisory Committee will serve as the director of the minor and will verify completion of the minor on recommendation of the student's adviser and the committee.

The goal of the interdepartmental Women's Studies minor is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses in the humanities, social sciences, and natural sciences. Because this

In consultation with an adviser from the Advisory Committee on the Study of Women, a student will choose (from a list compiled by the committee each year) six courses that focus on women's experience. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences in women's experience by including courses that focus on questions of race, class, and a culture other than that of the United States. Ordinarily a student completing the minor will have

participated in the interdepartmental course cluster on women's experience (offered each spring) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields.

With her adviser, a student electing the minor will identify the organizing questions that govern her selection of courses and the appropriate methodologies for answering these questions. In addition, she will develop and review with her adviser each semester a rationale to demonstrate how her selection of courses fulfills the distribution criteria outlined here.

Each year the Advisory Committee will solicit the faculty to propose women-focused courses to be included in the minor and will assist faculty members in developing them. At least twice a year the committee will review established courses and proposals for new ones according to the criteria outlined in the statement of the goal of the minor. A preliminary listing of courses that may be elected by students for the minor during 1986–87 is as follows:

AAS 212a      Culture and Class in the  
Afro-American Family  
*To be announced*

AAS 230a      African Ritual and Myth  
*Pearl Primus*

AAS 277a      The Jazz Age  
*To be announced*

AAS 348a      Colloquium: The Literature  
of the Black Woman  
*Johnnella Butler*

ANT 235a      Ritual and Myth  
*Frédérique Marglin*

ANT 244a      Cross-Cultural Construc-  
tion of Gender  
*Frédérique Marglin*

CLT 258a      Realism  
*Elizabeth von Klemperer*

CLT 222a      Women Writing: Twen-  
tieth-Century Fiction  
*Marilyn Schuster (French)*

ECO 222b      Women's Labor and the  
Economy  
*Susan Carter*

ENG 239b      American Women Poets  
*Susan Van Dyne*

ENG 322b      Romantic Poetry  
*Pat Skarda*

ENG 346a      Women and Literature  
*Susan Van Dyne*

FLS 349b      Women and Cinematic  
Representation  
*Deborah Linderman*

FRN 349b      Studies in Twentieth-  
Century Literature—  
Women in Contemporary  
France  
*Marilyn Schuster*

GOV 364b      Seminar in Political The-  
ory: Feminist Theory  
*Martha Ackelsberg*

HST 272a      U.S. Social History, 1820–  
1890  
*Neal Salisbury*

HST 383a      Research in Women's His-  
tory: The Sophia Smith  
Collection  
*Susan Grigg*

ITL 343b      Italian Women Writers of  
the Twentieth Century  
*Margherite Dinale*

PHI 240a      Philosophy and Women  
*Marcia Yudkin*



PHI 304a	Value Theory: Moral Passages: Abortion and the Social Construction of Reality <i>Kathryn Addelson</i>	SPP 230b	Topics in Latin American Literature: Hispanic Literature in the U.S. <i>Nancy Sternbach</i>
PSY 276b	The Psychology of Women <i>Faye Crosby</i>	SPP 363a	Contemporary Women Novelists of Spain <i>Phoebe Porter Medina</i>
PSY 340b	Gender and the Life Course <i>Diedrick Snoek</i>	SPP 373a	Literary Movements and Periods in Latin America: Topic for 1986-87: <i>Modernismo</i> , Decadence, Turn of the Century <i>Nancy Sternbach</i>
PSY 276b	Psychology of Women <i>Faye Crosby</i>		
REL 330b	Historical Theology: The Myth of Eve <i>Jean Higgins</i>		

# Interdepartmental and Extradepartmental Course Offerings

## Lecturer

Susan Skulsky, M.A. (General Literature)

## Assistant in the Social Sciences

Molly Jahnige Robinson, M.A.

### [ARA 126a Elementary Arabic]

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; final. (E)

4 credits

To be offered in 1986–87

at Mount Holyoke as Asian 130f,

M T W Th F 10–11 a.m.;

at Hampshire as FL 105,

T W Th 3–4:30 p.m.;

and at UMass as Arabic 126,

M T W Th F 9:05–10 a.m.

To be offered at Smith in 1987–88.

*Adnan Haydar* (UMass)

### [ARA 127b Elementary Arabic]

A continuation of 126a.(E)

Prerequisite: 126a.

To be offered in 1986–87 at Hampshire as

FL 106; a continuation of FL 105. Prerequisite

FL 105 or the equivalent.

4 credits

*Adnan Haydar* (UMass)

T W Th 3–4:30 p.m.

### GLT 291 A Survey of Selected Literary Masterpieces from Homer to Tolstoy

8 credits

*Elizabeth Harries, Director*

Lec. W 2:10 p.m.; sections as below:

M W F 9:20–10:30 a.m., *Joan Bramwell*

(English)

M W F 10:40–11:50 a.m., *Richard Millington*

(English)

M W F 1–2 p.m., *Susan Skulsky*

(General Literature)

M F 2:10–3 p.m., W 1–2 p.m., *Margaret Shook (English)*

T Th 9:30–10:50 a.m., *Lucinda Alwa (Classics)*

T Th F 11–11:50 a.m., *Maria Banerjee (Russian)*

T Th 1–2:50 p.m., *Susan Skulsky (General Literature)*

T Th 3–4:50 p.m., *Elizabeth Harries (English)*

### HWI 150a A History of Western Ideas

An introduction to some of the basic texts of Western civilization. The texts—philosophical, literary, theological, and political—will be related to their general historical settings, but primary emphasis will be placed upon discussion of their continuing importance in our lives and self-perception. First semester will cover Western reflective thinking from the Greek and Hebraic beginnings through the 18th Century.

HWI 150a is a prerequisite for HWI 151b. (E)

4 credits

*John Connolly (Philosophy)*

*Quentin Quesnell (Religion)*

M W F 9:20–10:30 a.m.

### HWI 151b A History of Western Ideas

A continuation of 150a. Examines the forms and directions of change in nineteenth- and twentieth-century intellectual culture. Prerequisite: 150a. (E)

4 credits

*Eric Reeves (English)*

M W F 9:20–10:30 a.m.

### IDP 219a Philosophy in Literature

Examination and discussion of philosophical problems through literary texts. Topics will include: the existence of God; good

and evil; free will and determinism; skepticism; personal identity; egoism and altruism; the ontology of fiction. Works will be read from the following authors: Borges; Calderon de la Barca; Cervantes; Dostoevsky; Kafka; Pirandello; Shakespeare; Unamuno. Recommended background: a 100-level course in philosophy. Not open to freshmen. (E)

*Walter Glannon*

T Th 1–2:50 p.m.

**[IDP 326b Patronage of Music in Renaissance and Early Modern Europe]**

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic Reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early fifteenth to the early seventeenth centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required. To be offered in 1987–88. 4 credits

**[IDP 395b The Experience of Exile]**

Using historical, literary, sociological, and legal sources, the seminar will consider a series of case studies from the Babylonian exile to the flight from Indochina. Admission by permission of the instructors. To be offered in 1987–88. (E) 4 credits

**PWS 200b Peace and War in the Nuclear Age: An Interdisciplinary Approach**

An inquiry into the nature and causes of contemporary war and the conditions of peace from a series of disciplinary approaches. Examination of the empirical foundations and consequences of war from the perspectives of the natural and social sciences. Not open to freshmen. 4 credits

*Thomas Derr (Religion), Director*

*John Bethyon (Religion); Charles Robertson (Government); Maurice Isserman (History);*

*Malgorzata Pfabé (Physics); Stylianos Scoridilis (Biological Sciences); Fletcher Blanchard (Psychology); Thomas Riddell (Economics)*

M W F 10:40–11:50 a.m.

**PPY 209a Philosophy and History of Psychology**

An examination of the philosophical roots of issues in psychology such as determinism, consciousness, and the relationship of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology.

4 credits

*Peter Pufall (Psychology)*

T Th 9:30–10:50 a.m.

**[PPY 221b Language]**

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models, and the representation of language in the brain. To be offered in 1987–88.

4 credits

**SSC 190a Introduction to Statistics for Social Scientists**

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference, including hypothesis testing. Topics include elementary sampling, data collection and probability, sampling distributions, association, correlation, and regression.

4 credits

*Gail Adams (Economics)*

M W F 8:20–9:10 a.m.; lab. W 10–11:50 a.m., or W 1:10–3 p.m., or Th 10–11:50 a.m., or Th 3–4:50 p.m.

**SSC 190b A repetition of 190a**

4 credits

*Richard Sobel (Government)*

M W 10:40–11:50 a.m., F 10:40–11:50 a.m. (optional); lab. W 2:10–4 p.m., or W 7:30–9:30 p.m., or Th 10–11:50 a.m., or Th 3:10–5 p.m.

## Five College Course Offerings by Five College Faculty

**Joseph Brodsky**, Professor of Literature  
(at Mount Holyoke College under the Five  
College Program)

Second Semester:

Mount Holyoke: **English 245s**

### **Lyric Poetry**

Study, based on close analysis of texts of  
the works of Thomas Hardy, W. H. Auden,  
Robert Frost, Constantine Cavafy, R. M.  
Rilke, and others. Requirements will  
include two 10-page papers and memoriza-  
tion of approximately 1,000 lines from the  
above authors' works. Enrollment limited  
to 30. Not open to freshmen.  
To be arranged

UMass: **Russian 297A**

### **The First Half of this Century in Poetry**

A survey seminar aiming to highlight major  
developments in American, British, and  
European poetry by concentrating on tex-  
tual analysis of selections from the works of  
the period's most seminal figures: E. A.  
Robinson, Robert Frost, T. S. Eliot, Ezra  
Pound, Thomas Hardy, A. E. Housman,  
Wilfred Owen, Edward Thomas, W. H.  
Auden, Guillaume Apollinaire, Max Jacob,  
Paul Éluard, André Breton, Rainer Maria  
Rilke, Georg Trakl, Federico García Lorca,  
Antonio Machado, Gabriele D'Annunzio,  
Eugenio Montale, Umberto Saba, Osip Man-  
delstam, Anna Akhmatova, Marina Tsvet-  
aeva, Boris Pasternak, Constantine Cavafy,  
Czeslaw Milosz, and Zbigniew Herbert.  
Requirements: two term papers and  
approximately 800 lines of memorization.  
M 7-9:30 p.m.

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**James Coleman**, Assistant Professor of  
Dance (at Mount Holyoke College under  
the Five College Program)

First Semester:

Mount Holyoke: **Dance 151f**

### **Elementary Composition**

Study of the principles and elements of  
choreography through improvisation.  
Guided practice in the construction of  
movement phrases and solo studies. Dance  
crew work required.  
T Th 3-5 p.m. (Kendall Hall)

Mount Holyoke: **Dance 317f**

### **Modern V**

Continued training in modern dance tech-  
niques and theories. Designed for students  
with a strong technical foundation.  
M W 4-5:30 p.m. (Kendall Hall)

Second Semester:

Mount Holyoke: **Dance 318s**

### **Modern VI**

Further refinement of dance technique and  
performance skills.  
M W 4-5:30 p.m.

\*Mount Holyoke: **Dance 377s**

### **Philosophy of Dance**

M W 11 a.m.-12:30 p.m.

\*Institutional location of class may be  
changed.

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**Maki Hirano Hubbard**, Instructor of Japa-  
nese (at Smith College under the Five Col-  
lege Program)

First Semester:

Mount Holyoke: **Asian Studies L122f**

### **Intermediate Japanese**

This course is designed for continued train-  
ing in the basic grammar and syntactic  
structures of Japanese. Acquisition of oral  
skills and reading comprehension will be



strongly emphasized. Memorization of typical situational dialogues and extensive practice of reading and writing Kanji are particularly important at this stage.

M W F 11 a.m.–12:15 p.m.

Smith: JPN 300a

### **Advanced Japanese**

Acquisition of skills (reading and aural) in comprehension of varied materials and in expressing ideas in Japanese. The focus in the fall semester is placed on intensive reading *and* oral discussion of different topics, as well as grammatical review and sophistication. (E)

4 credits

T Th 3–4:50 p.m.

Second Semester:

Mount Holyoke: **Asian Studies L123s**

### **Intermediate Japanese**

The second semester of this course represents the final acquisition stage of Japanese basic grammar, vocabulary, and Kanji.

Acquisition of aural-oral skills will continue to be emphasized as well as reading comprehension. New materials such as Japanese videos and popular songs may be introduced for comprehension practice (and fun).

M W F 11 a.m.–12:15 p.m.

Smith: JPN 200b

### **Intermediate Japanese**

Feedback and expansion of Japanese basic sentence patterns and the acquisition of aural-oral skills will be the main focus of this semester. Natural conversation tapes, stories, TV videos, and popular songs will be introduced for comprehension practice.

4 credits

M W F 10:40–11:50 a.m.

Smith: JPN 300b

### **Advanced Japanese**

Continued review and acquisition of Japanese grammar, vocabulary, and expressions through advanced reading materials, and the application of them in speech and writing. The development of communicative skills through audio-visual materials and

translation skills through a variety of reading materials will also be stressed. (E)

4 credits

T Th 3–4:50 p.m.

**Mohammed Mossa Jiyad**, Assistant Professor of Arabic (at the University of Massachusetts under the Five College Program)

First Semester:

Mount Holyoke: **Asian 130f**

### **Elementary Arabic I**

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Elementary Modern Standard Arabic I*. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

M T W Th 10–11 a.m.

UMass: **Arabic 226**

### **Elementary Arabic II**

Lecture, class recitation, extensive use of language lab. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: *Elementary Modern Standard Arabic II*. Prerequisite: Arabic 126, 146, or consent of the instructor.

M W Th 3–4:30 p.m.

UMass: **Arabic 326**

### **Intermediate Arabic**

Lecture, recitation; introduction to defective verbs. Reading from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams, final. Text: *Intermediate Modern Standard Arabic I, II, and III*. Prerequisite: Arabic 126, 146, 226, 246, or consent of the instructor.

By arrangement

UMass: Near Eastern 396

**Independent Study in Arabic Language and Culture**

By arrangement

Second Semester:

Mount Holyoke: Asian 131s

**Elementary Arabic I**

Continuation from Asian 130 first semester.

Prerequisite: Asian 130 or consent of instructor.

Time to be arranged.

UMass: Arabic 246

**Elementary Arabic II**

Continuation of Arabic 226 first semester.

Prerequisite: Arabic 226 or consent of the instructor.

To be arranged

UMass: Arabic 346

**Intermediate Arabic**

Continuation of Arabic 326 first semester.

Prerequisite: Arabic 326 or consent of the instructor.

By arrangement

UMass: Near Eastern 397

**Independent Study in Arabic Language and Culture**

Prerequisite: Near Eastern 396 or consent of instructor.

By arrangement

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**Madeline Men-li Chu**, Assistant Professor of Chinese (at the University of Massachusetts under the Five College Program)

First Semester:

Amherst: Asian 7

**Intermediate Chinese I**

This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters.

Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 6 or equivalent.

M W F 1–1:50 p.m.

UMass: Chinese 120

**Non-intensive Elementary Chinese II**

Lecture, drills, recitation, discussion, language lab. Mandarin Chinese; emphasis on the oral aspect. Romanization and simplified characters follow those currently used in Mainland China. Principled introduction to the next 200 basic simplified characters. Texts: *Speak Mandarin*, Fenn; *Chinese 300*, Peking Language Institute; *5000 Dictionary*, Fenn. Regular quizzes, midterm. Prerequisite: Chinese 110.

Sec. M W F 9:05–9:55 a.m.; M W F 11:15 a.m.–12:05 p.m.; M W F 1:25–2:15 p.m.

Second Semester:

Amherst: Asian 8

**Intermediate Chinese II**

A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 7 or the equivalent. M W F 1–1:50 p.m.

UMass: Chinese 110

**Non-intensive Elementary Chinese I**

Lecture, drills, discussion, language lab. Introduction to Mandarin sounds, romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure same as Chinese 126 but at half the pace. Texts: *Speak Mandarin*, Fenn; *Chinese 300*, Peking Language Institute; *5000 Dictionary*, Fenn. Quiz every 2 weeks, midterm. To be arranged

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**Michael T. Klare**, Associate Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

First Semester:

Hampshire: **Natural Science/Social Science 174**

**War, Revolution, and Peace**

War comes in many shapes and sizes. Current newspapers carry a constant stream of articles on terrorism and so-called "low intensity conflict" in the Middle East and Central America. Counter-insurgency operations are in progress against indigenous liberation movements in Afghanistan and Namibia. High intensity conventional conflicts involving large numbers of troops and modern conventional weapons have been fought recently between Great Britain and Argentina, Israel and Syria, and Iran and Iraq. Finally, we all live every day with the threat of nuclear war, as the U.S.A. and U.S.S.R. devise ever more sophisticated "war-fighting" nuclear weapons and the complex strategies to employ them.

This course will examine the interrelationships among these various levels of military conflict by means of selected case studies, illustrating both the theory and the historical reality of several kinds of warfare. This sets the stage for the final portion of the course in which we shall ask what we mean by "peace" and analyze some proposals for how it might be achieved.

Students will be expected to write one short paper early in the course and a longer paper based on independent research. This latter paper can serve as the basis for a Division I exam in Social Science.

Co-taught with Allan Krass and Carol Bengelsdorf.

M W 1-3 p.m.

**Mount Holyoke: Politics 311f  
Principles and Methods of Peace and  
Conflict Research**

An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student research projects. Intended to expose students to the basic documents and sources used in advanced study of international peace and security issues. Will begin with selected readings on the international war/peace system, and

proceed to close examination of basic research guides and sources (e.g., Arkin's *Research Guide to Current Military and Strategic Affairs* and the *SIPRI Yearbook*). Students will prepare a major research paper during the course of the semester. Prerequisite: 8 credits in Politics including Politics 203, or permission of the instructor. One two-hour meeting per week. Th 1-3 p.m.

**Second Semester**

**Hampshire: Natural Science/Social Science  
235**

**Disarmament, Arms Control, and Alternative Security**

Efforts to eliminate or control military power are as old as war itself. For many years it was assumed that the total elimination of weapons (disarmament) was the appropriate goal. But, after World War II, a new approach evolved in which the goal was to prevent war by managing an ongoing military competition through negotiations (arms control). More recently, attention has begun to turn toward radical restructuring of the military forces of states to make them clearly defensive in character or based on concepts of non-violent resistance (alternative security).

This course will examine these three approaches to peace from an historical and analytical point of view. We will examine the theoretical basis and record of success and failure of all three approaches and attempt to apply what we learn to outline a program for peace advocates that achieves a good balance between ultimate goals and politically realistic initial steps.

Class time will be devoted to lectures and discussions of the assigned readings. Each student will be expected to write an analytical paper exploring a specific example of one of the above approaches.

Co-taught with Allan Krass.

M W 1:30-3 p.m.



**Smith: Government 251b****War, Revolution and Intervention**

An examination of the origins, modes, and consequences of military rivalry and conflict in North-South and intra-Third World relations. Topics will include: the spectrum of military conflict; the historical role of military power in North-South conflict; theories of revolution, intervention, and counterinsurgency in the recent period; U.S.-Soviet military competition in the Third World; intra-Third World conflict and competition; the emergence of Third World regional powers; the international arms trade and nuclear proliferation; terrorism and unconventional warfare.

4 credits

To be arranged

**W. Anthony K. Lake**, Professor in International Relations (at Mount Holyoke College under the Five College Program)

First Semester:

**Amherst: Political Science 30f****The Vietnam War**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

T Th 2-3:20 p.m.

Mount Holyoke:

**International Relations 312f****Third World Revolutions**

An examination of the purposes, causes, and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion

and then to the political, social, and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined: El Salvador, the Philippines, South Africa, and Zaire. Enrollment limited. W 2-4 p.m.

Second Semester:

**Hampshire: Social Science 299****Case Studies in American Foreign Policy**

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah in Iran and recent arms control negotiations. The bureaucratic and political pressures which framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

T Th 1:30-3 p.m.

**Mount Holyoke: International Relations 300s****The Vietnam War**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

To be arranged

**Linda S. Lewis**, Assistant Professor of Anthropology (at Amherst College under the Five College Program)

First Semester

**Amherst: Anthropology 41****East Asian Legal Systems**

An introduction to the laws and legal institutions of traditional and contemporary China, Japan, and Korea. Beginning with



aspects of traditional Chinese thought, the course examines patterns of change and elements of stability in East Asian legal culture, with an emphasis on the frameworks within which disputes are mediated and resolved. Some comparative analysis of the legal systems in Taiwan, the People's Republic of China, North and South Korea, and Japan.

T Th 11:30 a.m.–1 p.m.

Smith: ANT 247a

### **East Asian Societies**

An introduction to the societies of China, Japan, and Korea from a comparative perspective. The course will examine patterns of stability and change within each society, as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing role of kinship, the family, and local communities in modern life. (E)

4 credits

M 1–2:50 p.m., W 1–2 p.m.

**Paulette M. Peckol**, Assistant Professor of Coastal and Marine Sciences (at Smith College under the Five College Program)

First Semester:

Hampshire: **Natural Science 288**

### **Geology and Ecology of the New England Coast**

This course considers the surficial geology and intertidal/nearshore ecology of the New England coast from Cape Cod to Southern Maine. Ecological topics will include: (1) patterns and processes of intertidal communities, (2) food web relationships between salt marshes and coastal productivity, and (3) physiological adaptation to estuarine and oceanic conditions. Geological studies emphasize: (1) the glacial history of Cape Cod, (2) the effects of sea level rise and nearshore processes affecting bedrock, till and outwash deposits on the NE coast, and (3) sedimentological and ecological factors governing the development of Barnstable (MA) salt marsh. Co-taught with J.B. Reid and C. D'Avanzo.

Students' grades or evaluations will be based on contributions to class and field discussions in addition to several reports from student-initiated research conducted during field trips.

M W 10:30 a.m.–12 noon and M 1–5 p.m.

Second Semester:

### **Mount Holyoke: Biological Sciences 225s Marine Biology**

Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. Requirements for this course include extensive reading outside of class in addition to a term paper. Prerequisite: Biological Sciences D-100 or other introductory biology course.

4 credits

To be arranged

**Pearl Primus**, Professor of Ethnic Studies (at Amherst College under the Five College Program)

First Semester:

Amherst: **Black Studies 27**

### **Peoples and Cultures of Africa**

The anthropological study of the philosophy, culture-traits, and values of African peoples, such as Ashanti, Berber, Egyptian, Bambara, Vai, Fon, Ibo, Hausa, Pygmies, Watutsi, Yoruba, Bakuba, Zulu, Xhosa, Dinka, and Masai. The course will make extensive use of visual materials such as masks, cloth, jewelry, and slide presentations.

To be arranged

Smith: **AAS 230a**

### **African Ritual and Myth**

The world views, rituals, myths, culture-traits, and values of African peoples, such as Berber, Egyptian, Bambara, Vai, Fon, Yoruba, Bakuba, Zulu, Xhosa, Dinka, and Masai. Enrollment limited to 40. (E)

4 credits

T 1–2:50 p.m.

## Second Semester:

**Amherst: Black Studies 24****Legacy: African Culture in the New World**

This course will use a socio-anthropological approach to the journey of African-Americans from the great kingdoms and villages of Africa into the fields, streets, and cities of the United States and the Caribbean. A historical survey (1600–1986) will analyze the role of dance, music, and song in Africa's New World diaspora. Its focus will be on the changing presentation of African-based elements in music, theatre, and dance.

To be arranged

**UMass: Afro-Am 254****Introduction to African Studies**

Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economies. Co-taught with Josephus V. Richards.

T 7–9:30 p.m.

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**J. Michael Rhodes**, Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program)

## First Semester:

**UMass: Geology 591M****Geochemistry of Magmatic Processes**

Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry.

T Th 2:30–4:30 p.m. (Tuesday, Morrill Center 258; Thursday, Morrill Center 225)

## Second Semester:

**UMass: Geology 512****X-ray Fluorescence Analysis**

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. To be arranged

**\*UMass: Geology 591V****Volcanology**

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology recommended. To be arranged

\*Institutional location of class may be changed, depending on enrollment.

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**Peggy Schwartz**, Visiting Assistant Professor of Dance (at Hampshire College under the Five College Program)

## First Semester:

**Hampshire: HA 151****Elementary Composition**

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for himself or herself underlying principles of successful dance composition. Space, time, force, shape, and motion are studied as basic elements of choreography. Students are guided toward developing awareness and appreciation of their personal movement style and helped to increase their

range of movement choices. Group dance improvisation will be part of the focus of this course.

T Th 1–3 p.m.

**UMass: Dance 293**

**History and Philosophy of Dance and Movement Education at the Elementary and Secondary Levels**

In this course we will explore theories and philosophies of dance as an educational activity and examine the history of dance in education. We will also observe dance and movement programs in a variety of school settings, public and private, rural and urban, elementary and secondary. This course is designed to provide students with an opportunity to explore their interest and aptitude in dance education as a profession and to begin formulating a teaching philosophy of their own.

To be arranged

Second Semester:

**Hampshire: HA 113**

**Modern Dance 1**

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, and kinesthetic awareness, and a better understanding of possibilities and potential for expression and communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included. Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 on a first-come basis.

To be arranged

**Hampshire: HA 153**

**Dance as an Art Form**

This course will be an intensive introduction to the ways a dancer creates and perceives dance. Hampshire students interested in doing their Division I in dance are encouraged to take this course in addition to a modern dance technique class. It is also open to students with little

dance background who are curious about dance and interested in exploring what the range of dance studies includes. Students will be asked to compose and rehearse dance compositions, attend and critique dance concerts, read assigned texts, and maintain a discipline of body work and creative work. Classwork will include lectures, films, discussions, and movement sessions. To be arranged

**UMass: Dance 395**

**Methods and Materials of Teaching Dance**

Through readings, lectures, discussions, and practice, this course will provide students with the opportunity to develop curricula in dance teaching. The course will include at least a ten-week pre-practicum teaching experience in an area school. Course work will focus on the teaching of creative movement at the elementary level or modern dance technique and dance improvisation at the secondary or university level. Prerequisite: History and Philosophy of Dance and Movement Education at the Elementary and Secondary Levels.

To be arranged

**Steven R. Smith**, Assistant Professor of Anthropology (at Amherst College under the Five College Program)

Second Semester:

**Mount Holyoke: Anthropology 208s**

**Introduction to East Asian Societies**

An introduction to the societies of China, Japan, and Korea from a comparative perspective. The course will examine patterns of stability and change within each society, as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing role of kinship, the family, and local communities in modern life.

To be arranged

**UMass: Anthropology 597E**

**East Asian Medical Systems**

A survey of the medical concepts, practices, and problems of East Asia. After introduc-



ing traditional Asian medicine, the course will deal with the interaction of multiple medical systems and social institutions in Taiwan, the People's Republic of China, Japan, and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery.

To be arranged

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**Dennis T. Yasutomo**, Assistant Professor of Government (at Smith College under the Five College Program)

First Semester:

Smith: **Government 226a**

**Government and Politics of Japan**

The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.

4 credits

T Th 9:30–10:50 a.m.

UMass: **Political Science 334**

**Government and Politics of Japan**

An introduction to Japanese political institutions and policy-making processes. The course will concentrate on political parties

and the electoral process, the cabinet and the Diet, the bureaucracy interest groups, local politics, and issues in foreign policy. To be arranged

Second Semester:

Smith: **GOV 349b**

**Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

The socio-cultural, political, and economic foundations of Japanese foreign policy.

Emphasis on the post-World War II period and the search for a global role. Permission of the instructor is required.

4 credits

T 1–2:50 p.m.

Hampshire: **Social Science 293**

**Japanese Foreign Policy**

This course will explore the foundations of modern Japanese foreign policy—historical, socio-cultural, political, economic, and strategic. Diplomatic patterns of behavior in the pre-World War II period will be the starting point, but the course will concentrate on postwar Japan. We will analyze the evolution of Japan as a great power. Japan's relations with the United States, Asian neighbors, and the Third World will be highlighted.

T Th 10:30 a.m.–12 noon



## International Relations Certificate Program

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics.
2. Global institutions or problems.
3. The international financial and/or commercial system.
4. A modern (post-1815) history course relevant to the development of international systems.
5. Contemporary American foreign policy.
6. A contemporary foreign language up to a proficiency level of the second year of college.
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a Third-World country.

A complete list of the Five College courses for each of the seven requirements is available from the Office of the Dean of the Faculty, the advisers listed below, and the Five College Center.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman.

Hampshire College: Frank Holmquist.

Mount Holyoke College: Vincent Ferraro, Anthony Lake.

Smith College: Peter Rowe.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science.

Further information can be obtained from Vincent Ferraro or Anthony Lake at Mount Holyoke.

# Academic Rules and Procedures

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## Requirements for the Degree

The requirements for the Bachelor of Arts degree from Smith College are the completion to a specified standard of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requisites of the major field; 64 credits must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, normally 64 credits, in residence at Smith College in Northampton; one of these must be either the junior or the senior year.

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

## Election of Courses

### Semester Course Load Options

The normal course load consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the Administrative Board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course load in any semester is 12 credits taken for regular letter grades.

The option to take fewer than the normal 16 credits in a semester is limited by the following restrictions:

A student studying in a Smith College Junior Year Abroad Program is required to carry a course load of at least 32 credits for the academic year.

Introductory-level courses in performance in the Department of Dance, Department of Music, and Department of Exercise and Sport Studies, which are for 1 or 2 credits, must be taken above a regular 16-credit program each semester.

Advanced Placement credit or summer school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. See Academic Credit, p. 328.

## Admission to Courses

**Permissions.** Admission to certain courses as indicated in the course descriptions requires permission of the instructor.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

Permission by petition to the Administrative Board is required to enter or drop a year course at midyear. The petition must be submitted to the instructor of the course and the chair of the department concerned before it is filed with the class dean.

**Seminars.** Seminars are open, by permission of the instructor, to juniors and seniors only. Seminars are limited to 12 undergraduate students. If graduate students are admitted, the seminar may total 14 students. Seminars conducted by more than one faculty member may include up to a total of 16 graduate and undergraduate students. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

**Special Studies.** Permission of the instructor and the chair of the department concerned is required for the election of Special Studies. Special Studies are normally open only to qualified juniors and seniors.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors, and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

**Independent Study.** Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Internships.** Internships for credit may be proposed by qualified sophomores, juniors, and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Auditing.** A matriculated student may audit a course on a regular or an occasional basis if space is available and the permission of the instructor is obtained.

**Auditing by Non-Matriculated Students.** A non-matriculated student who wishes to audit a course may do so with the permission of the instructor and upon payment of a fee of \$10 per lecture course (\$75 for performance and language courses). Studio art courses are not open to non-matriculated students.

### Changes in Course Registration

*During the first 10 class days* (up to Friday, September 19, in the first semester, and Friday, February 6, in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser, and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (Tuesday, November 11, in the first semester, and Friday, April 3, in the second semester):
  - (1) after consultation with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W" in the grade column, indicating "withdrawal without penalty." Such courses will not be counted in the student's grade-point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.



## **Fines for Late Registration and Late Course Changes**

- A. A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of six weeks, she will be required to withdraw.
- B. If a student is permitted to make a course change after the published deadlines, she will be charged \$5 for each change, the fine to be paid before the change is made.

## **Five College Course Enrollments**

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester, a period that occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office, the registrar's office, and the college houses. Free bus transportation to and from the institution is available for Five College students. A student may register for a course at one of the other four institutions no later than Friday, September 19, in the first semester, and Friday, February 6, in the second semester.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on p. 315 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including expected dates of examinations and final grades. Regulations governing changes in enrollment in Five College courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the registrar at the appropriate institution.

## **Academic Credit**

### **Grading**

Grades are recorded by the registrar at the end of each semester. Grade reports, with a copy for parents, are sent to each student in February and June.

The grades at Smith indicate the following:

A	(4.0): excellent	D+	(1.3)
A-	(3.7)	D	(1.0): poor
B+	(3.3)	D-	(0.7)
B	(3.0): good	E	(0.0): failure
B-	(2.7)		
C+	(2.3)	S:	satisfactory (C- or better)
C	(2.0): fair	U:	unsatisfactory
C-	(1.7)		

**Satisfactory/Unsatisfactory Option.** A course may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (Friday, October 3, in the first semester, and Friday, February 20, in the second semester); and
- (3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. No more than four credits (Smith or other Five College) may be taken with the satisfactory/unsatisfactory or pass/fail grading option in any one semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded). No more than eight credits will be granted in any one department.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

Advanced Placement credit may be used to allow a student to carry the minimum 12 credits after the first semester of the freshman year, or to make up a

shortage of hours, or, with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

### **Summer School Credit**

Up to a maximum of 12 credits earned in approved summer school courses may be counted for the degree. With the approval of the Administrative Board, the credit may be used to allow students to carry the minimum 12-credit load, or to make up a shortage of credits, or to undertake an accelerated course program.

### **Shortage of Credits**

A shortage of credits incurred through failure or by dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with Advanced Placement credit, or with approved summer school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

### **Interterm Credit**

No course credit is given for work done during the interterm period at Smith or elsewhere.

### **Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

### **Academic Standing**

A student is in good academic standing as long as she is matriculated at Smith and is considered by the Administrative Board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.



## Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents, and her academic adviser. Instructors of a student on probation are asked to make academic reports to the deans' offices during the period of probation. The Administrative Board will review a student's record at the end of the following semester to determine what action is appropriate. The Administrative Board may require such a student to change her course program, to complete summer study, or to withdraw from the college.

In general, students on probation are advised to take no more than 16 credits (four four-credit courses). They may not enroll in courses through the Five College interchange, and may be asked to limit their extracurricular commitments. Students on academic probation may not compete in intercollegiate athletics.

**Low-Record Warning.** A first-semester freshman with a grade point average between 1.7 and 2.0 may be given a low-record warning. The class dean will report this student to the Administrative Board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

## Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, or (2) her record indicates more than an eight-credit shortage for more than two consecutive semesters.

## Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the Administrative Board, the Honor Board, or the Judicial Board. Any student who has not registered for courses by the end of the sixth week of the semester will be withdrawn from the college. There will be no refund for tuition or room rent.

## The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit, and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their



parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal, and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

## **Leaves, Withdrawal, and Readmission**

### **Absence from the Campus**

A student who is absent from college for more than six weeks in any semester in which she is registered may not receive credit for the work of that semester.

### **Leaves of Absence**

A student not on academic probation who wishes to be away from the college for personal reasons, or to attend another college or university, may take a leave of absence for a first semester or for a full academic year. A request for a leave of absence must be filed with the student's class dean before March 15 of the year preceding the leave. A student who decides after March 15 and prior to May 15 to be away for the succeeding year or semester may request a leave of absence but will forfeit her room deposit fee (\$200).

A student not on academic probation who wishes to complete her senior year at another undergraduate institution must petition the Administrative Board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

### **Medical Leave**

If a student leaves the college on the advice of the Health Services for reasons of health, notification will be sent to her parents. When she wishes to return, a full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the Administrative Board. Certification by the Health Services does not automatically guarantee readmission. The Administrative

Board, which makes the final decision on readmission, will also take into consideration the student's college record.

### **Mandatory Medical Leave**

The college may require a mandatory medical leave of any student who, in the opinion of the college physician or coordinator of the Counseling Service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

### **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September should be sent to the registrar before March 1; for readmission in January, before December 1. The Administrative Board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.

# The Athletic Program

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Lawrence A. Fink, Ed.D., Professor of Education and Child Study and Director of Athletics  
 Linda S. Moulton, M.S., Associate Director for Intercollegiate and Intramural Athletics  
 Mary E. O'Carroll, M.S., Athletic Trainer

## Coaches

James Babyak, M.A., Coach of Basketball and Soccer  
 Kim G. Bierwert, B.A., Coach of Swimming and Diving  
 Jacqueline Schmidt Blei, M.S., Coach of Field Hockey and Lacrosse  
 Theresa Collins, B.S., Coach of Skiing  
 Christine Jane Davis, M.S., Coach of Tennis  
 Suzanne Gray-Mieczkowski, M.Ed., Coach of Riding  
 Mary Jane Grinaker, M.S., Coach of Cross Country and Track and Field  
 Syed Ali Sajjad Jafry, B.Sc., Coach of Squash  
 Jane Ludwig, B.S., Coach of Crew  
 Bonnie Stewart May, M.S., Coach of Softball and Volleyball

## Staff

Anne Abbott, M.P.E., Assistant Athletic Trainer

The Athletic Program offers opportunities for athletic participation to all students of the college, at both the intercollegiate and the intramural levels. Students interested in athletic instruction should consult the Exercise and Sport Studies Department, p. 183. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries concerning intercollegiate athletics and the intramural program should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, Massachusetts 01063.

## A. Intercollegiate Athletics

The emphasis of the intercollegiate program is on the pursuit of athletic excellence and the enjoyment of competition with other highly skilled players. There is opportunity for post-season play on a regional and national level for all teams and individuals

who qualify. Smith is a founding member of the New England Women's 6 (NEW 6) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC), although the college's schedules include many contests with Division I and Division II institutions.

In 1986-87, the college will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6 p.m., James Babyak.

**Crew.** Season: September-May. Practice hours: M T W Th F 3:30-6 p.m., Jane Ludwig.

**Cross Country.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3-4:30 p.m., Mary Jane Grinaker.

**Field Hockey.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Jacqueline Schmidt Blei.

**Gymnastics.** Season: October–March. Practice hours: To be arranged.

**Lacrosse.** Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Jacqueline Schmidt Blei.

**Riding.** Season: September–December, February–May. Practice hours: To be arranged, Suzanne Gray-Mieczkowski.

**Skiing.** Season: January–March. Practice hours: To be arranged, Theresa Collins.

**Soccer.** Season: September–November. Practice hours: M T W Th F 4–6 p.m., James Babyak.

**Softball.** Season: March–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie Stewart May.

**Squash.** Season: November–March. Practice hours: M T W Th 4:30–6 p.m., F 3:30–5 p.m., Syed Ali Sajjad Jafry.

**Swimming and Diving.** Season: September–March. Practice hours for swimming: M T W Th F 3–5 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim G. Bierwert.

**Tennis.** Season: September–October, February–April. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Christine Jane Davis.

**Track and Field.** Season: October–December, pre-season conditioning; technique and strength work. January–May indoor/outdoor competition. Practice hours: October–December, three days per week to be arranged. January–May M T W Th F 4–6 p.m., Mary Jane Grinaker.

**Volleyball.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie Stewart May.

## B. Intramural Athletics

The intramural program is for all students who want to participate in a competitive program that is recreational but who do not want to make the commitment of time and effort required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in badminton, basketball, field hockey, paddle tennis, soccer, softball, squash, swimming, tennis, and volleyball, and in special events such as a Novice Crew Regatta, Head of the Paradise, Campus Run, and Open Doubles Tennis Tournament. In addition, there is a synchronized swimming club, "Lifeguards," which practices all year and gives water shows each spring.



# Directory

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 B.A. Barnard College, M.A. Radcliffe  
 College, Ph.D. Harvard University.

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 B.S. Michigan State University, Ph.D.  
 University of Pennsylvania.

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*Professor of Economics*  
 B.A. Middlebury College, M.A. University of  
 California at Berkeley, Ph.D. University of  
 Texas.

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 A.B., A.M. Smith College.

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 Baccalauréat, Collège Marie de France,  
 Montreal, M.A. Université de Montréal,  
 Ph.D. Harvard University.

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 B.S. Mississippi State College for Women,  
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**H. Robert Burger**  
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 B.S. Worcester Polytechnic Institute, M.S., Ph.D. University of New Hampshire.

**Louis Cohn-Haft**  
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*Professor of Geology*  
 B.S. Washington and Lee University, M.S., Ph.D. University of North Carolina at Chapel Hill.

**Bruce Theodore Dahlberg**  
*Professor of Religion and Biblical Literature*  
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**Peter A. de Villiers**  
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**George M. Robinson, Ph.D.**  
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**Martha Teghtsoonian, Ph.D.**  
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**Steven Trierweiler, Ph.D.**  
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*Librarian, Werner Josten Library*

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*Associate Director for Administration*

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*Alumna Biography Project*

Crane J. Willemse  
*Project Administrator*

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*To be announced*

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Dolores M. Cifarelli, B.A.  
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Mary B. Reutener, A.B.  
*Assistant Director for Development*

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*Associate Treasurer*

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*Controller*

Paul M. Garvey, A.A.  
*Director of Dining Services*

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*Business Manager*

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*Director of the Botanic Gardens*

Jack W. Simpkin, B.S.  
*Director of Personnel Services*

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Raymond A. Ducharme, Jr., Ed.D.  
*Director*

## Standing Committees 1986-87

### Elected Committees

#### Committee on Academic Policy

The Dean of the Faculty, *Chair*  
(Frances C. Volkmann)

The Associate Dean of the Faculty,  
non-voting (John B. Brady)

\*\*Johnella Butler (1988)

\*\*Jill de Villiers (1988)

Daniel Gardner (1988)

Gertraud Gutzmann (1989)

\*\*Caroline Houser (1988)

Elizabeth Ivey (1989)

Alan Rudnitsky (1989)

Taitetsu Unno (1989)

Substitutes for the year:

Douglas Patey

Marilyn Schuster

Richard White

#### Committee on College Planning and Resources

The President, *Chair*  
(Mary Maples Dunn)

Two Trustees

The Dean of the Faculty  
(Frances C. Volkmann)

The Associate Dean of the Faculty  
(John B. Brady)

The Dean of the College  
(Ann M. Burger)

The Treasurer or Associate Treasurer  
(Larry Selgelid, Treasurer)

The Director of Development  
(Charlotte Heatt)

The Director of Planning and Research,  
Secretary (Yvonne Freccero)

The President of the Alumnae Association  
(Christina J. Eldridge)

The members of the Faculty Council  
(David Ball)

(Robert Burger)

(Philip Green)

(Elizabeth Ivey)

(Taitetsu Unno)

The President of the Student Government  
Association (Kelly Gerald '87)

The Past President of the Junior Class  
(Young Ra '87)

The President of the Junior Class  
(Noriko Sato '88)

The Chair of the Board of Trustees,  
ex officio (Euphemia Steffey)

#### Committee on Community Policy

Richard Briggs (1988)

Philip Green (1988)

Thomas Riddell (1989)

Marjorie Senechal (1989)

Donald Siegel (1989)

Ann Burger

Kelly Gerald

Nancy Goldsmith

Karen Carpenter

#### Committee on Faculty Compensation and Development

The Dean of the Faculty, *Chair*  
(Frances C. Volkmann)

The Associate Dean of the Faculty  
(John B. Brady)

Robert Averitt (1989)

Robert Burger (1988)

\*\*Frederick Leonard (1988)

Patricia Skarda (1989)

Charles Staelin (1989)

Substitute for the year:

Gary Niswonger

#### Faculty Council

David Ball (1989)

Robert Burger (1988), *Chair*



Philip Green (1988)  
Elizabeth Ivey (1989)  
Taitetsu Unno (1989)

### Committee on Grievance

Patrick Coby (1987)  
Charles Levin (1988)  
Thomas Lowry (1988)  
Patricia Sipe (1988)  
Stephen Tilley (1987)

Alternates:

Joan Neide-Knox  
Donald Wheelock

### Committee on Tenure and Promotion

The President, *Chair*  
(Mary Maples Dunn)  
The Dean of the Faculty  
(Frances C. Volkmann)  
Mark Aldrich (1989)  
David Ball (1989)  
Alice Clemente (1989)  
Margaret Olivo (1988)  
†Helen Searing (1988)  
Substitute for the year:  
Diedrick Snoek

## Appointed Committees

### Administrative Board

The Dean of the College, *Chair*  
(Ann Burger)  
The Associate Dean for Intercollegiate  
Study and Sophomore Class Dean  
(Patricia Olmsted)  
The Freshman Class Dean  
(Karen Pfeifer)  
The Junior and Senior Class Dean  
(Donald Reutener)  
The Registrar  
(Yvonne Freccero)  
The Director of the Ada Comstock  
Scholars Program  
(Eleanor Rothman)

Merrie Bergmann  
Alan Marvelli  
One faculty member from the  
Committee on Academic Policy

### Board of Admission

The President, *Chair*  
(Mary Maples Dunn)  
The Dean of the College  
(Ann Burger)  
The Director of Admission  
(Lorna Blake)  
Three senior members of the  
Admission Office staff  
The Freshman Class Dean  
(Karen Pfeifer)  
The Registrar  
(Yvonne Freccero)  
Howard Adelman  
Faye Crosby  
Janet Hill  
Jefferson Hunter  
Joan Hutchinson  
Neal Salisbury  
Stylianios Scordilis  
Donald Siegel  
Representative for the  
Committee on Foreign Students  
(John Pinto)

### Committee on Foreign Students

John Betlyon, *Chair*  
Giovanna Bellesia  
Dennis Hudson  
Alan Marvelli  
Phoebe Medina  
John Pinto

### Committee on Honorary Degrees

Robert Averitt, *Chair*  
Philip Reid  
Donald Wheelock  
Three students

### Advisory Committee for the Mendenhall Scholarship Program for Minority Scholars

Carolyn Jacobs, *Chair*  
Alice Clemente  
Craig Felton  
Joan Hutchinson  
Walter Morris-Hale  
Philip Reid  
Peter Rose

### Committee on Motion Pictures

Philip Green, *Chair*  
Marcia Shia Davies, *Consultant*  
Dean Flower  
Deborah Linderman  
Stephen Petegorsky  
Janie Vanpée

### Committee on Study Abroad

The Dean of the College, *Chair*  
(Ann Burger)  
The Associate Dean for  
Intercollegiate Study, Secretary  
(Patricia Olmsted)  
The Treasurer (Larry Selgelid)  
Gertraud Gutzmann  
Nelly Hoyt  
Thalia Pandiri  
Philip Peake  
Alfonso Procaccini  
Peter Rowe  
Susan Scotto  
Charles Staelin  
Patricia Weed

### Marshals

Susan Bourque, *College Marshal*  
Lawrence Fink, *College Marshal*  
John Connolly  
Mary Laprade  
Alan Marvelli  
Caryl Newhof  
Margaret Shook  
William Van Voris

### Alumnae Association

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# CLASS SCHEDULE

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Mon.	Tues.	Wed.	Thurs.	Fri.
8-9:10 a.m. A	8-9:20 a.m. G			A
9:20-10:30 a.m. B	9:30-10:50 a.m. H	B	G	B
10:40-11:50 a.m. C	11-11:50 a.m. J	C	H	C
			J	

12 noon

1-2 p.m. D	1-2:50 p.m.		1-2:50 p.m.	
2:10-3 p.m. E	K	D	M	D
3:10-4 p.m. F	3-4:50 p.m.	E	3-4:50 p.m.	E
	L	F	N	F

5 p.m.

7:30-9:30 p.m. W*	**	7:30-9:30 p.m. X*	7:30-9:30 p.m. Y*	**
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\*A three-hour laboratory session scheduled in block W, X, or Y runs from 7 to 10 p.m.

\*\*Reserved for activities and events.



Smith College

Northampton, Massachusetts 01063

Second Class

Second-Class Postage Paid at  
Northampton, Massachusetts

Smith



## 1987–1988 Catalogue



Smith College  
Northampton, Massachusetts 01063

SMITH COLLEGE BULLETIN

Smith College admits students of any race, color, creed, handicap, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. The college does not discriminate on the basis of race, color, creed, handicap, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

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All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.



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Smith College  
Northampton, Massachusetts 01063

**SMITH COLLEGE BULLETIN**





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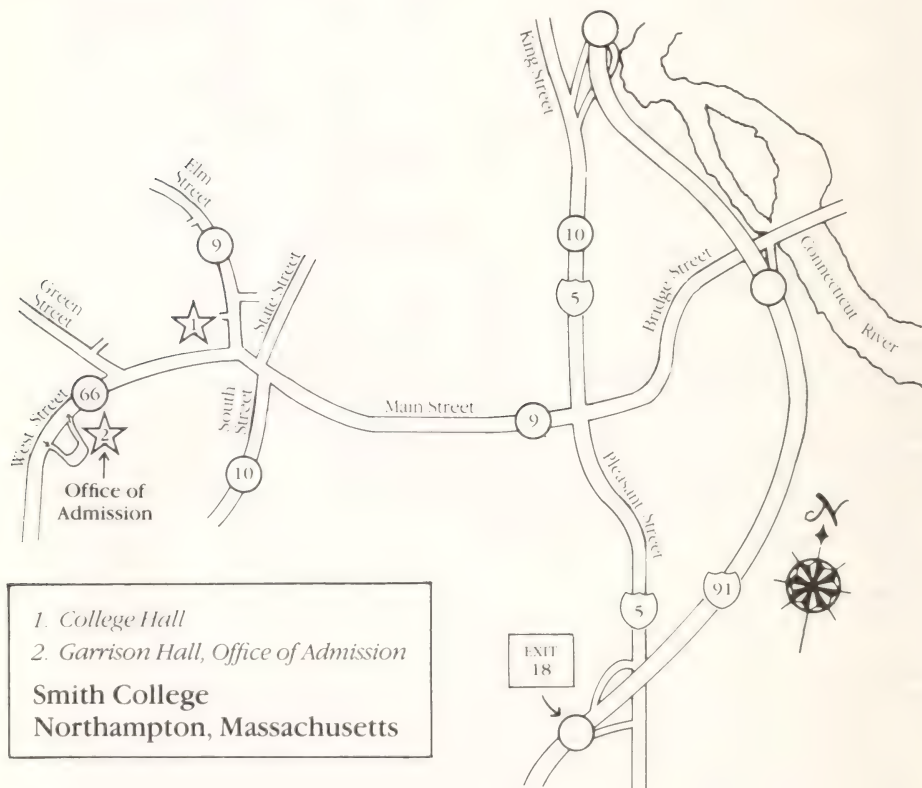


## How to Get to Smith

**By Bus:** Peter Pan and Continental Trailways serve the area. The bus station is four blocks from the Office of Admission, and taxis are available at the station.

**By Air:** Bradley International, 38 miles from Northampton, is the nearest airport.

**By Car:** Northampton is on Route I-91. Take Exit 18. Follow Route 5 into the center of town and turn left onto Route 9. At the second set of lights bear left onto Route 66 (West Street). The Office of Admission (Garrison Hall) is the third building on your left.



Smith College is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

# Inquiries and Visits

Smith College  
Northampton, Massachusetts 01063  
(413) 584-2700

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, or interview.

## Admission

Lorna R. Blake, *Director of Admission*  
Garrison Hall, 42 West Street  
(413) 584-0515

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon.

## Financial Aid and Campus Jobs for Undergraduates

Anne F. Keppler, *Director of Financial Aid*  
College Hall 2, 10, and 12  
(800) 221-2579, January 15–July 15, 1987  
(2 to 9 p.m. Eastern Time)

Members of the Office of Financial Aid staff are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of Bills

Larry C. Selgelid, *Treasurer*  
College Hall 4

## Parent Payment Plans

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Karen Pfeifer, *Dean of the Freshman Class*  
College Hall 23

Patricia C. Olmsted, *Dean of the Sophomore Class and Associate Dean for Intercollegiate Study*  
College Hall 23

Donald B. Reutener, *Dean of the Junior and Senior Classes*  
College Hall 23

## Student Affairs

Carol Weinberg  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*  
Drew Hall

## Medical Services and Student Health

Andrew Mackey, *Acting College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Registrar  
College Hall 6

## Public Relations and Calendar

Mary B. Reutener, *Acting Director*  
Pierce Hall 28

## Development

Charlotte B. Heartt, *Director*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director*  
College Hall 3

## School for Social Work

Ann Hartman, *Dean*  
Lilly Hall

## Alumnae Affairs

Nancy C. Steeper, *Executive Director*,  
*Alumnae House, Alumnae Association*  
(413) 584-2985

# Academic Calendar, 1987-88

The calendar for the academic year consists of two semesters separated by a three-week interterm in January. Each semester allows for 13 weeks of classes followed by approximately three days for pre-examination study and a four-day examination period.

## September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## First Semester

Thursday, September 3, 9 a.m.—Houses open for freshmen

Thursday, September 3, 7:30 p.m.—Freshman class welcome

Friday, September 4, 1 p.m.—Houses open for transfer, visiting, and exchange students

Sunday, September 6, noon—Houses open for upper classes

Monday, September 7, 7:30 p.m.—Opening convocation

Tuesday, September 8, 8 a.m.—Classes begin

## October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

To be announced by the president—Mountain Day  
(all classes canceled)

Friday, October 16, 4:10 p.m.—Wednesday, October 21,  
8 a.m.—Autumn recess

## November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Monday, November 16—Friday, November 20—Course registration for the second semester

Tuesday, November 24, 5:10 p.m.—Monday, November 30,  
8 a.m.—Thanksgiving recess

## December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Monday, December 14—Last day of classes

Tuesday and Wednesday, December 15 and 16—Saturday and Sunday, December 19 and 20—Pre-examination study periods

Thursday and Friday, December 17 and 18—Monday and Tuesday, December 21 and 22—Midyear examinations

Tuesday, December 22, 4:30 p.m.—Wednesday, January 6, 8 a.m.—Winter recess

**January**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Interterm Period**

Wednesday, January 6 through Tuesday, January 26, 1988

The January Interterm is a period for reading, research, and concentrated study for both students and faculty. Libraries, the language laboratory, practice rooms, and sports facilities are open; research laboratories, art studios, and other facilities remain open at the discretion of the departments concerned. Faculty, students, and staff offer a full schedule of courses, seminars, trips, and conferences in academic and non-academic subjects. Students are not required to be in residence, and no academic credit is granted for work done at Smith or elsewhere during this period.

**Second Semester**

Tuesday, January 26, 7:30 p.m.—All-college meeting

Wednesday, January 27, 8 a.m.—Classes begin

Wednesday, February 24—Rally Day exercises  
(all classes canceled)

**February**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

**March**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Friday, March 18, 4:10 p.m.—Monday, March 28, 8 a.m.—  
Spring recess

**April**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Friday, April 15—Sunday, April 17—Parents' Weekend  
Monday, April 18—Friday, April 22—Course registration for the  
first semester of 1988–89

**May**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Wednesday, May 4—Last day of classes

Thursday, May 5—Sunday, May 8—Pre-examination study period

Monday, May 9—Thursday, May 12—Final examinations

Sunday, May 22—Commencement





## History of Smith College

Smith College began over a hundred years ago in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith. The sole inheritor of a large fortune at the age of 65, Sophia Smith concluded, after much deliberation and advice, that by leaving her inheritance for the founding of a college for women she could best fulfill a moral obligation, expressed as follows in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisaged by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is



not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and a faculty of six under the presidency of Laureus Clark Seelye. Its small campus was planned so as to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street; for study and worship students used the town's well-endowed public library and various churches. Students lived not in a dormitory but in a "cottage," where life was more familiar than institutional. Thus began the "house" system to which, with some modifications, the college adheres even today. In its main lines, the educational policy of the new college, laid down in President Seelye's inaugural address, is still valid: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum that included not only the humanities but also the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to over \$3,000,000, its faculty to 122, its student body to 1,635, its buildings to 35. These buildings included Alumnae Gymnasium, site of the first basketball game played by women and also the original part of what later became the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country. The college continued to grow under President Seelye's successor, Marion LeRoy Burton, who did much to improve the business methods of the administration.

When William Allan Neilson became president in 1917, Smith was one of the largest women's colleges in the world. President Neilson shrewdly set out to develop the advantages associated with large academic institutions, while maintaining those characteristic of small ones. Under his leadership the size of the faculty continued to increase and the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge later complemented by the more intensive study of a major subject. An honors program was instituted, as were interdepartmental majors in science, landscape architecture, and theatre. More dormitories were built, mainly in the Georgian complex called "the Quad," so that every member of the student body could live in a college house. And the School for Social Work, a coeducational graduate program, was founded.

President Neilson's great achievement lay in making Smith College not only one of the leading colleges in the United States, whether for men or women, but also in developing it as an institution international in its distinction and its concerns. Himself a Scotsman, married to a highly educated German woman, President Neilson transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought to the college an influential procession of exiled or endangered foreign teachers, scholars, lecturers, and artists. Meanwhile Smith students went to study in France, Italy, and Spain, as long as peace lasted, on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson's retirement in 1939, just before the outbreak of World War II, was followed by a year's interregnum during which an alumna trustee, Elizabeth Cutter Morrow, served as acting president. In 1940 an English scholar, Herbert Davis, took office as Smith's fourth president and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already in World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt, a replica of whose chateau gates are now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. From 1942 to 1945 a summer term was added to the college calendar so some students could graduate more quickly and go on to government, hospital, or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character: refugees came to lecture, to teach, to study; foreign films were shown regularly in Sage Hall—a practice to which a generation of students would owe their sensitivity both to other cultures and to an important new art. President Davis's administration was marked by an intensification of academic life, a reflection of his belief that serious study was a way of confronting the global threat to civilization.

By 1949, when Benjamin Fletcher Wright came from Harvard to become Smith's fifth president, the college had resumed its regular calendar and had seen the completion of several much-needed building projects, among them a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom.

In 1950 the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, with the completion of the Helen Hills Chapel, Smith acquired its own place of worship. The early 1950s were not, though, easy years for colleges, since



McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed unusual courage and statesmanship. His achievements owed a great deal to the financial and moral support of Smith's alumnae, whose Alumnae Association was by now the most devoted and active body of its kind in the country. Before President Wright's term ended, the college received a large gift for the construction of a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. As the 1960s wore on, social and cultural changes stirred the college profoundly, and a series of powerful movements perturbed the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. More varied educational experiences were made available to Smith undergraduates as cooperation between Smith and its neighbors—Amherst, Hampshire, Mount Holyoke, and the University of Massachusetts—was extended, and along with other private colleges in the Northeast, Smith developed the Twelve College Exchange Program. To the Smith campus were added buildings with the most modern facilities for the study of the natural sciences, performing arts, and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

During the 1960s a number of political and social movements—the civil rights movement, the students' rights movement, and the anti-war movement—broke in waves over many of the country's universities and colleges, including Smith. During this period Smith was very fortunate, thanks largely to the wisdom, tact, and humor of President Mendenhall, and the college emerged from the 1960s with a more precise awareness of student needs and a sense of social responsibility that was both active and practical.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men as candidates for degrees and Yale, Princeton, and Dartmouth to accept women, some members of the Smith community started to wonder whether it, too, should not become coeducational. In 1971, after studying the question in detail, a committee drawn from the board of trustees, the faculty, the administration, the student body, and the alumnae association came to the conclusion that admitting men as candidates for the Smith degree would detract from the principal purposes of the college, which had been, and remained, provision of the best possible education for women.

In the late 1960s and early 1970s another movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by a major renovation and expansion of Neilson Library, evidence of Smith's undiminished concern with the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the conventional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. During President Conway's administration the Career Development Office was expanded to better counsel Smith women, both as undergraduates and as alumnae, about career opportunities and graduate training. In recognition of the rapidly growing emphasis on fitness and athletics for women, the Ainsworth Gymnasium was built and ground was broken for new indoor and outdoor track and tennis facilities. Mrs. Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton, and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, the religious and ethnic composition of Smith's student body had changed a great deal. During its early decades that body had been overwhelmingly Protestant. By the 1970s, however, Roman Catholic and Jewish college chaplains were well established alongside the Protestant chaplain, reflecting students' diverse spiritual needs. Today other faiths and minority groups, too, are well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

The college under the guidance of President Dunn continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, today a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses having their own common and dining rooms, a happy survival of the founders' "cottage" plan. The faculty is still composed of both men and women, thus exemplifying a professional community in which the two sexes work with and respect each other. The teaching is still as challenging as it is at the best men's or coeducational colleges. And while Smith's curriculum responds to the new intellectual needs of today's young women—offering majors or interdepartmental programs in computer science, women's studies, neuroscience, film studies, and other emerging fields—courses in the core disciplines of the humanities, arts, and sciences continue to flourish. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

**Kurt Koffka, Ph.D.**

*Psychology*  
1927-32

**G. Antonia Borgese, Ph.D.**

*Comparative Literature*  
1932-35

**Sir Herbert J. C. Grierson, M.A., LL.D.,  
Litt.D.**

*English*  
Second semester, 1937-38

**Alfred Einstein, Dr. Phil.**

*Music*  
First semester, 1939-40; 1949-50

**George Edward Moore, D.Litt., LL.D.**

*Philosophy*  
First semester, 1940-41

**Karl Kelchner Darrow, Ph.D.**

*Physics*  
Second semester, 1940-41

**Carl Lotus Becker, Ph.D., Litt.D.**

*History*  
Second semester, 1941-42

**Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)**

*Botany*  
1942-43

**Edgar Wind, Ph.D.**

*Art*  
1944-48

**David Nichol Smith, M.A., D.Litt.  
(Hon.), LL.D.**

*English*  
First semester, 1946-47

**David Mitrany, Ph.D., D.Sc.**

*International Relations*  
Second semester, 1950-51

**Pieter Geyl, Litt.D.**

*History*  
Second semester, 1951-52

**Wystan Hugh Auden, B.A.**

*English*  
Second semester, 1952-53

**Alfred Kazin, M.A.**

*English*  
1954-55

**Harlow Shapley, Ph.D., LL.D., Sc.D.,  
Litt.D., Dr. (Hon.)**

*Astronomy*  
First semester, 1956-57

**Philip Ellis Wheelwright, Ph.D.**

*Philosophy*  
Second semester, 1957-58

**Karl Lehmann, Ph.D.**

*Art*  
Second semester, 1958-59

**Alvin Harvey Hansen, Ph.D., LL.D.**

*Economics*  
Second semester, 1959-60

**Philippe Emmanuel Le Corbeiller,  
Dr.-es-Sc., A.M. (Hon.)**

*Physics*  
First semester, 1960-61

**Eudora Welty, B.A., Litt.D.**

*English*  
Second semester, 1961-62

**Denes Bartha, Ph.D.**

*Music*  
Second semester, 1963-64

**Dietrich Gerhard, Ph.D.**

*History*  
First semester, 1967-68

**Louis Frederick Fieser, Ph.D., Sc.D. (Hon.),  
D.Pharm. (Hon.)**

*Chemistry*  
Second semester, 1967-68

**Wolfgang Stechow, D.Phil., L.H.D.,  
D.F.A. (Hon.)**

*Art*  
Second semester, 1968-69

**Robert A. Nisbet, Ph.D.**

*Sociology and Anthropology*  
First semester, 1971-72



**Louise Cuyler, Ph.D.**

*Music*

Second semester, 1974-75

**Herbert G. Gutman, Ph.D.**

*American Studies*

1977-78

**Renee C. Fox, Ph.D., Litt.D. (Hon.)**

*Sociology and Anthropology*

First semester, 1980-81

**Auguste Angles, Docteur es Lettres**

*French*

First semester, 1981-82

**Victor Turner, Ph.D.**

*Religion and Biblical Literature*

First semester, 1982-83

**Robert Brentano, D.Phil.**

*History*

First semester, 1985-86

**Germaine Brée, Ph.D.**

*Comparative Literature*

Second semester, 1985-86

## **The Ruth and Clarence Kennedy Professorship in the Renaissance**

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

**Charles Mitchell, M.A.**

*Art History*

1974-75

**Felix Gilbert, Ph.D.**

*History*

1975-76

**Giuseppe Billanovich,**

*Dottore di Letteratura Italiana*

*Italian Humanism*

Second semester, 1976-77

**Jean J. Seznec, Docteur es Lettres**

*French*

Second semester, 1977-78

**Hans R. Guggisberg, D.Phil.**

*History*

First semester, 1980-81

**Alistair Crombie, Ph.D.**

*History of Science*

Second semester, 1981-82

**John Coolidge, Ph.D.**

*Architecture and Art History*

Second semester, 1982-83

**Howard Mayer Brown, Ph.D.**

*Music*

First semester, 1983-84





# The Academic Program

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## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present, and future. Therefore, we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience, and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy, and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions, and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture, and makes possible communication outside one's own society; and

*Exercise and sport studies*, because they provide opportunities for recreation, health, and the development of skills for the complete person.

The diversity of student interests, aptitudes, and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study that would implement these goals and be appropriate for every student. The requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

## The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology (in the Department of Sociology & Anthropology)	Italian Language & Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages & Literatures	Political Science (see Government)
Dance	Portuguese (see Spanish & Portuguese)
Economics	Psychology
Education & Child Study	Religion & Biblical Literature
English Language & Literature	Russian Language & Literature
French Language & Literature	Sociology & Anthropology
Geology	Spanish & Portuguese
German Language & Literature	Theatre
Government	

Interdepartmental majors are offered in the following areas:

American Studies	Computer Science
Ancient Studies	Latin American Studies
Biochemistry	Medieval Studies
Comparative Literature	Women's Studies

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Committee on Academic Policy.

A student may complete the requirements of two departmental majors and have both indicated on her record.



## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Logic
East Asian Studies	Marine Sciences
Engineering	Neuroscience
Ethics	Political Economy
Film Studies	Public Policy
History of the Sciences	Third-World Development Studies
International Relations	Urban Studies
Jewish Studies	Women's Studies
Latin American Studies	

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments. Approval must be granted by each of the departments concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the junior and senior classes. Student-designed minors must differ substantially from existing minors.

## Advising

### Pre-Major and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The freshman class dean assigns a pre-major faculty adviser to each freshman, matching her expressed interests to the adviser's academic expertise. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.



In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### **The Minor Adviser**

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Pre-Medical and Pre-Health Professions Advising**

Students who wish to prepare for a career in medicine have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for medical schools.

Students interested in a pre-medical or other health-related program should consult one of the advisers (see p. 137) as early as possible in their college careers.

### **Pre-Law Advising**

The pre-law adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the pre-law adviser about her objectives and her academic program.

### **Engineering Advising**

Students who are interested in engineering should consult the director of the Dual Degree Programs in Liberal Arts and Engineering. More information about the programs can be found on p. 18.

## **Academic Honor Code**

In 1944, the students of Smith College voted to establish an academic honor system in the belief that each member of the Smith community had an individual obligation to uphold the academic standards of the college. The basic assumption, that the learning process is a product of individual effort and enthusiasm, and therefore assumes a moral and intellectual integrity, still obtains. The Academic Honor Code is the institutional expression of these beliefs. The code exacts a commitment from each individual to be honest and to respect and respond to the demands of community living.

## Special Programs

### Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the Administrative Board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 summer school credits may be counted toward the degree. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer school credit.

### The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising, and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status, and involvement in campus life after she enrolls at Smith. Each has a high level of ability (not necessarily shown previously in school) and strong motivation to finish her college education despite the demands of a complicated personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities, and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences, and arranging "big sisters" for new students. The full range of Smith courses, majors, minors, and programs is open to Ada Comstock Scholars.

Some Adas take one course per semester, while others take as many as five. We consider three or more courses to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements, and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.

For information about how to apply, see Admission, p. 83. Information about expenses and how to apply for aid can be found on p. 72, under Fees and Financial Aid. For more information about the Ada Comstock Scholars Program, contact Eleanor Rothman, director of the Ada Comstock Scholars Program, at (413) 584-2700, extension 3090.

### **Community Auditing: Non-Matriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$10 fee for each lecture course (\$75 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

### **Engineering**

The Smith College Dual Degree Programs in Liberal Arts and Engineering, in conjunction with the University of Massachusetts School of Engineering, offers a unique opportunity for the integration and concurrent study of courses in liberal arts and engineering. Smith's programs offer both a comprehensive five-year curriculum leading to the Smith A.B. and the university B.S. in engineering, and a course of study leading to the Smith A.B. and the university M.S. The M.S. degree from the university will usually require 1½–2½ years of study beyond graduation from Smith. The student also has the option of seeking an interdepartmental minor in engineering from Smith. Alternatively, a student can simply incorporate engineering courses into her Smith program without seeking the minor or a second degree.

The student must complete all the usual requirements for a Smith A.B. degree. Ordinarily, she chooses a major in a field of scientific study that complements her engineering interests. In the second or third year, a balance of liberal arts and engineering courses will be developed in close conjunction with the program advisers at both Smith and the university.

The School of Engineering offers majors in chemical, civil, electrical and computer, and mechanical engineering, and in industrial engineering/operations research. There are programs in each of these departments leading to more intensive study in such areas as the environment, alternative energy sources, management, and health care delivery.

There is an academic adviser at Smith for these programs.

### **Five College Interchange**

After the first semester of her freshman year, a student in good standing may take a course without additional cost at Amherst, Hampshire, and Mount Holyoke



colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student.

## Honors Program

A departmental honors program allows a student with a strong academic background to work with greater independence and in more depth in the field of her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Normally, the minimum standard for eligibility is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major through the junior year. Only Smith College, Five College, and Smith College Junior Year Abroad grades are counted. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the junior and senior classes, acting chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the junior and senior classes.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

## Independent Study and Internships

Juniors and seniors, with the approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of 16 credits for independent study. Applications should be forwarded to the dean of the junior and senior classes, acting as chair of the subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their faculty sponsor(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, qualified sophomores, juniors, and seniors may be granted a maximum of eight credits for approved, supervised, on-campus or off-campus internships or other work related to the student's academic program.



No more than 16 credits may be awarded for any combination of internships and independent study. The deadline for submission of proposals for independent study and internships is December 10 for a second-semester program and May 10 for a first-semester program.

### **Smith Scholars Program**

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply for admission to the program at any time between December 1 of her sophomore year and April 1 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class, and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s), and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

Advisers are expected to submit to the subcommittee, each semester, evaluations of the student's progress. The subcommittee will review these evaluations and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

The student's record for the period she is in the program will include grades in whatever courses she has taken, her advisers' evaluations of her performance, and the subcommittee's recommendation with respect to her degree.

### **Study Abroad Programs**

All applications for study abroad, whether for Smith or non-Smith programs, must be filed with the Committee on Study Abroad by February 1.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs listed here are not considered on leave of absence. However, the year elsewhere does not count toward the required two years in residence in Northampton.

## Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research, and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence), and Switzerland (Geneva). Students from Smith and other colleges as well are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art, and theatre of each country; meetings are arranged with outstanding scholars, writers, and leaders. During the academic year students live with local families, in student dormitories, or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in the freshman year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith honors candidate should consult the director of honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For the programs in Florence, Hamburg, and Paris, the comprehensive fee covering tuition, room, and board is the same as the comprehensive fee for the year's study in Northampton. For the Geneva program the comprehensive fee covers tuition and room only; meal costs are assumed by the student. Travel and incidental expenses vary according to individual tastes and plans.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the college to refund only those

payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature, and history are also given as preparation for the more specialized work of the academic year. In October the students are matriculated at the university together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects are available in addition to the traditional courses in art history, literature, and history; other fields of study include music, religion, government, philosophy, and comparative literature. The students live in private homes selected by the college. The minimum language requirement is normally two years of college Italian.

**Geneva.** The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art, and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.

Students in the program attend a preliminary session of intensive language training in Paris (from early September until mid-October). The academic year in Geneva begins in late October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses are available, including art (studio and history), biology, history, mathematics, music history,



philosophy, physics, psychology, religion, and sociology. The minimum language requirement is normally two years of college German.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures, and excursions to several Provençal sites and to the Riviera. In mid-October, at the opening of the French academic year, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion, and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the college. The minimum language requirement is normally two years of college French.

### **Affiliated Study Abroad Programs**

In addition to the college's four programs listed above, students may participate in any of several other programs with which the college has formal affiliation.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries, and the social and political movements of the nineteenth and twentieth centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university residence halls and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the university's faculty serves as adviser to Smith College students.

**The Junior Year in Sussex, England.** Each year the college is authorized to nominate two Smith students, one of whom must be an American studies major, to attend the University of Sussex in England. These students are matriculated



directly into the university, live in the university residences, and follow a regular university course program.

Interested students should consult the director of the American Studies Program or the associate dean for intercollegiate study.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this center. Qualified majors in classics, ancient studies, and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult the Department of Classical Languages and Literatures.

**Cooperative Russian Language Program.** Through Smith's affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult the Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult Maki Hubbard, instructor of Japanese language and literature.

**Fudan University, Shanghai, China.** The college participates in a one-to-one student exchange with Fudan University in Shanghai. Interested students should consult Daniel Gardner, Department of History, or Steven Goldstein, Department of Government. Applications must be submitted to the Committee on Study Abroad by February 1.

**Independent Study Abroad.** Students who wish to study abroad in programs other than those described above or who independently gain admission to a

foreign university should consult the associate dean for intercollegiate study, concerning procedures for leaves of absence and evaluation of transfer credit. Applications for provisional approval by the Committee on Study Abroad should be submitted no later than February 1. The minimum requirements for approval are an overall 3.0 (B) average and at least one year of the language of the country in which the program or university is located.

## **Other Off-Campus Study Programs**

**Study at Historically Black Colleges.** Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. Application forms are available in the class deans' office and must be filed by March 1 preceding the year away from Smith College.

**Twelve College Exchange Program.** Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to a limited number of students and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally, students participating in the program may not transfer to the host institution at the end of their stay there.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

**Pomona-Smith Exchange.** The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible. Applications are available in the class deans' office.

**Jean Picker Semester-in-Washington Program.** The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on p. 224.

**Internship at the Smithsonian Institution.** The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on p. 102.





## Graduate Study

**A**t Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members, and access to superb facilities. Each year about 100 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal delight, or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (non-degree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Fine Arts (Department of Dance), Master of Education, Master of Education of the Deaf, and Master of Science in Exercise and Sport Studies, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies.

Most graduate courses, which are designated as 400-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

### Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the



department concerned. Applicants to all programs who wish to be considered for financial aid must submit all required application materials, including financial aid forms, before March 1 of the spring preceding registration. Applications for the Diploma in American Studies program must be received on or before February 1 of the proposed year of entry into the program; applications for the Master of Fine Arts program in dance must be received on or before March 1 of the proposed year of entry into the program; applications for the Master of Education of the Deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as July 31 for first semester. The deadline for second-semester applications is December 15. Applicants must submit their credentials in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and scores from either the Graduate Record Examination or the Miller Analogies Test. Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College admits male and female graduate students of any race, color, creed, handicap, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. Smith College does not discriminate on the basis of race, color, creed, handicap, sex, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs for graduate students administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

## **Residence Requirements**

Students who are registered for a graduate degree program at Smith College are considered to be in residence. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire, or Mount Holyoke College or the University of Massachusetts. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

## Degree Programs

### Master of Arts

Applicants to the Master of Arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology, and sociology, which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. We offer opportunities for advanced study and research in a wide variety of specializations within the department.

**Education and Child Study.** At least three semester courses in education above the freshman level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination.

**French.** Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature, or a subject related to Italian studies, such as art, history, or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year as participants in the Smith College Junior Year Abroad Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

**Music.** Candidates should have had at least nine semester courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French, or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The Master of Arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis), and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but



a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

**Religion.** Because the department's course offerings for graduate study are limited, admission will normally be limited to qualified applicants whose personal circumstances (family, job, or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

**Theatre.** A candidate should have had at least four semester courses in theatre, including work in aspects of theatre outside the area of specialization. The program for the master's degree consists of 32 credits, including the preparation of the thesis. The thesis may be based on research in one of the following fields: dramatic literature (with or without a directorial component), dramatic criticism, history of the theatre, or playwriting.

### Master of Arts in Teaching

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.



The departments of art, biological sciences, chemistry, classics, English, French, history, mathematics, music, and physics actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of 16 credits in the teaching field and 12 credits in education, and practice teaching. An experienced teacher takes a minimum of 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

## **Master of Education**

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in various states, including the fifth year required for some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a long paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Thirty-two credits are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching experience. Twelve credits should be at the graduate level and no more

than eight at the intermediate level. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College bulletin describing the program may be obtained from the Smith College Department of Education and Child Study, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063, or from the Office of Graduate Study.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate unusual interest and ability in dance. Performance, production, choreography, and history of dance are stressed. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Susan Waltner, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Science in Exercise and Sport Studies**

Men and women students who have a bachelor's degree or its equivalent are eligible for programs of study leading to the Master of Science in Exercise and Sport Studies specializing in the Coaching of Women. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal 52 credits required. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-. Courses for graduate credit may not be taken on a Pass/Fail basis.

Students should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) work with two intercollegiate teams for two years and 2) take 36 additional credits. Students interested in teaching certification may receive such by taking appropriate courses in education along with the exercise and sport studies curriculum.

### **Doctor of Philosophy**

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years

study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the thesis director and two other members of the faculty.

The degree of Doctor of Philosophy is occasionally granted in the Department of Biological Sciences; however, the department strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Applicants to either the Five College or the Smith College Ph.D. program should hold a master's degree or its equivalent. Highly qualified students with little or no previous graduate work in biological sciences may be accepted, but they must fulfill the course requirements for the master's degree in addition to such other requirements as are set by the guidance committee. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

## **Non-Degree Programs**

### **Certificate of Graduate Studies**

We award the Certificate of Graduate Studies to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### **Diploma in American Studies**

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least three years of university-level work or the equivalent in an approved foreign institution of



higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 455a and 455b (special seminars for diploma students only), 16 other credits in American studies or in one or more of the cooperating disciplines, and a long paper.

### Special Students

Well-qualified students who wish to take courses are required to file a non-degree student application along with an official undergraduate transcript showing the date and degree received. The permission of each course instructor is necessary. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a non-degree student may count toward the degree with the approval of the department concerned. Non-degree students are not eligible for financial aid.

## Housing and Personal Services

### Housing

Two on-campus housing options may be available for graduate students for the 1987-88 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its dormitory facilities are closed during Thanksgiving vacation, winter recess, and spring recess.

**Room-Only Plan.** Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$1,980 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens. Students provide their own board.

**Room-and-Board Plan.** Graduate floor of an undergraduate dormitory or off-campus residence owned and maintained by the college. Single and double bedrooms, no private bathrooms. The fee of \$4,390 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, and linens, plus all meals, which must be taken in the college dormitory assigned to residents.

### Health Services

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.



In addition to the physical examination, all full-time students under the age of 30 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus, and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the Doctors' Office (Outpatient Department) and to participate in the Smith College health insurance program as follows:

I. Doctors' Office (Outpatient Department)—use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a charge of \$35.00 plus laboratory fees at the time of the first visit.

II. Health Insurance—the college has its own insurance plan, underwritten by Fred. S. James & Co., which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

All students are required to carry either a) the Smith College health insurance plan (single students) or b) a plan for married students available from Fred S. James & Co., unless they show that they have comparable coverage under a private plan.

## Finances

### Tuition and Other Fees\*

Application fee _____	\$ 35
Tuition for full-time work, for the year** _____	11,260
Room and board for the academic year† _____	4,390
Tuition for part-time work, per semester course _____	1,410
Health insurance (estimate)	
(optional if alternate coverage can be demonstrated) _____	260
Continuation fee, per semester _____	50
Fees for non-degree students (special students)	
Application fee _____	35
Fee per course _____	1,410

\* Subject to change.

\*\*This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include Christmas and spring recesses. All houses are closed during Christmas vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

For additional information concerning fees for practical music and studio art see pp. 63-64.

Statements for semester fees are mailed on or about July 20 and December 7. Payment of charges for the first semester is due by August 15 and for the second semester by January 7. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

### Deposit

A general deposit in the amount of \$100 payable upon acceptance is required from each student. (This is a one-time deposit that will be refunded following graduation or for enrolled students upon withdrawal, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

### Withdrawal Refunds

Commitments to faculty and staff are made by the college in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the second week of classes _____	75%
Prior to the third week of classes _____	50%
Prior to the fourth week of classes _____	25%
Prior to the fifth week of classes _____	10%
Thereafter _____	0%

### Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting material are due March 1: the Financial Aid Form (FAF); a copy of parents' IRS Form 1040, upon request; a copy of student's IRS Form 1040 or 1040A.

Several scholarships are available for foreign students. Candidates should write to the director of graduate study as early as November, if possible, for

application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance, and music. The stipend at present is \$6,200 for the first year and \$6,600 for the second year. Teaching fellows may also apply for scholarship assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid in College Hall. A Perkins Loan (formerly NDSL) or a Guaranteed Student Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College. In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has recently instituted a forgivable loan pilot program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent. If this program proves to be successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for information should be addressed to Karen Tatro, assistant director for student loans, in the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.

## Changes in Course Registration

*During the first 10 class days (up to Monday, September 21, in the first semester, and Tuesday, February 9, in the second semester) a student may drop or enter a course with the approval of the adviser.*



*After the first 10 class days:*

A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester, with the permission of the instructor, the adviser, and the director of graduate study.

B. A student may *drop* a course up to 20 days before the last day of classes (Wednesday, November 11, in the first semester, and Wednesday, April 6, in the second semester):

- (1) after consultation with the instructor; and
- (2) with the approval of the adviser and the director of graduate study.

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W" in the grade column, indicating withdrawal without penalty.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## **Policy Regarding Completion of Required Course Work**

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.





## The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas, and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic, and socioeconomic backgrounds. Many groups, activities, and events arise from our broad range of interests. Members of the Five College consortium are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All students at Smith are part of the Student Government Association, which supports more than 50 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits, and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members, and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching, and for friends, fun, and relaxation. The extracurricular social, athletic, and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

### Facilities

Much of the daily campus activity at Smith occurs in the following centers.

#### **William Allan Neilson Library**

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles, and slides well in excess of one million items, the

Smith College library rivals the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and we therefore maintain an open-stack policy. We offer our users many support services, which are described in various brochures available near the reference desk in Neilson Library. Chief among them are individualized bibliographic assistance, on-line database searches, and access to other library collections through the interlibrary loan. Terminals in each of the libraries provide students with access to the growing on-line union catalog of the libraries of Amherst, Hampshire, and Mount Holyoke colleges and the University of Massachusetts at Amherst, as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in the Clark Science Center (Science Library), the Fine Arts Center (Hillyer Art Library), and the Mendenhall Center for the Performing Arts (Werner Josten Library).

The William Allan Neilson Library houses the bulk of the collection, over 739,000 volumes, and is the home of the Rare Book Room with its collection of over 20,000 books, manuscripts, and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the College Archives, which preserves the college's history, are located in Alumnae Gymnasium, which is connected to the Neilson Library.

Library hours:	Monday–Friday	7:45 a.m.–Midnight
	Saturday	9 a.m.–Midnight
	Sunday	10 a.m.–Midnight

(During the pre-exam study periods and midyear and final examination periods, Neilson is open until 2 a.m.)

Library summer hours:	Monday–Thursday	8 a.m.–11 p.m.
	Friday	8 a.m.–5 p.m.
	Saturday	Noon–5 p.m.
	Sunday	6–11 p.m.

### Clark Science Center

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It includes Burton Hall, where the center's administrative office can be found, as well as classrooms, laboratories, and faculty offices; McConnell Hall, with a large lecture hall, classrooms and laboratories, a rooftop observatory equipped with several small telescopes, a computer terminal room and resource center, and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices, and the Science Library, where more than 109,560 volumes, 10,460 microfilms and microtexts, 84 phonotape/cassettes and an extensive periodicals collection are available.



The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

In addition to the on-campus facilities we also have an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Science Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	Noon–10 p.m.

### Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection represents works dating from the twenty-fifth century B.C. to the present. Museum catalogues and other publications are available at the museum. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking, and photography are supplemented by darkroom facilities, faculty offices, classrooms, and the Hillyer Art Library with more than 49,000 volumes and 70,000 photographs. Graham Hall is a large auditorium that is used as needed for lectures and special media presentations. Tryon Hall and Hillyer Hall share a sculpture courtyard, an outdoor gallery of the museum.

Art Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	Noon–10 p.m.
June–August:	Monday–Friday	9 a.m.–1 p.m.
Museum hours:	Tuesday–Saturday	Noon–5 p.m.
	Sunday	2–5 p.m.
	Mondays and academic holidays	Closed
June:	Tuesday–Friday	By appointment
July–August:	Tuesday–Saturday	1–4 p.m.



## Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre, and dance. Three sides of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers and their audiences accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops, and lounges that support production in Theatre 14, which holds an audience of 460; the versatile Hallie Flanagan Studio, with its movable seats for 200; and the T.V. Studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 30,000 books, 37,000 scores, and 45,000 records to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned with a tower with a peal of eight bells hung for change ringing.

Werner Josten

Library hours:	Monday–Thursday	8 a.m.–10:45 p.m.
	Friday	8 a.m.–9 p.m.
	Saturday	10 a.m.–9 p.m.
	Sunday	Noon–10:45 p.m.

## Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the 44-booth language laboratory, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge, and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions, and for research.

Language lab hours:	Monday–Thursday	8:30 a.m.–Noon 1–5 p.m. 7–9:30 p.m.
	Friday	8:30 a.m.–5 p.m.
	Saturday	Closed
	Sunday	1–5 p.m. 7–10 p.m.

## Center for Academic Computing

While the Center for Academic Computing offices are located in Stoddard 24, academic computing spans the campus, with an ever-growing number of terminals and microcomputers in smaller computing resource centers around the college. We continually upgrade and expand our system. We now have com-

puter access in most buildings on campus, including residential houses, through a campus-wide local area network. Students can access the Digital VAX 11/785 16 hours a day for completing specific course assignments, for word processing, for bibliographic searches, for concordance work, and for many more creative purposes. The VAX is used by students in the Introduction to Computer Science course. More than five dozen IBM Personal Computers are available to students and faculty for text processing, financial analysis, and other general purpose computing uses. Staffed by 12 professionals and more than 100 student assistants, the Center for Academic Computing is an active and accessible center for all students.

### **Center for Academic Development**

From its offices in Seelye 20, the Center for Academic Development offers a variety of programs to help students write and study more effectively. Seven professional writing counselors, one of whom specializes in teaching English as a second language, review essay drafts with students, point out strengths and weaknesses, listen to new ideas, and make suggestions for improvement. In the evenings and on weekends the same services are provided by seven student writing assistants stationed in Neilson Library, Seelye 20, and residential houses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with tutors, students who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from freshmen taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in various academic skills, such as public speaking and revising on word processors, and conducts research on current issues of learning and teaching.

### **Gymnasium Complex**

As Sophia Smith's will required, physical activity continues to hold a significant place in a Smith education. The three-building athletic complex is a testament to the importance of exercise and athletics at the college. In addition to a new indoor track and tennis facility, the complex offers two gymnasiums, a swimming pool with one- and three-meter diving boards, two weight training rooms, a dance studio, an athletic training room, and a human performance laboratory. Squash players enjoy the six squash courts, which include two exhibition courts with gallery seating for 125. There are locker rooms for women and men and a separate visiting-team room.

The facilities of the sports complex are expanded by the 30 acres of athletic fields, including a lighted field for evening games, a rigorous 5,000-meter cross country course, a 400-meter all-weather track, a three-quarter-mile cinder jogging track, a new indoor riding ring, and 12 lighted outdoor composition tennis



courts. Our shells are housed in the boathouse on the Connecticut River. We have five "eights" and one "four," and the boat house on Paradise Pond houses eight barges, one double, four singles, and 12 canoes.

Ainsworth/Scott Gymnasium and  
Indoor Track and Tennis facility

Monday–Friday	7 a.m.–10:30 p.m.
Saturday–Sunday	9 a.m.–10 p.m.

## Student Residence Houses

Smith is a residential college, and students live in 44 residence buildings with capacities of 16 to 94 students. The houses range in architectural style from modern to Gothic and Classic Revival. Each house has a comfortable living room, a study or library, and laundry facilities. Most houses have a dining room where students eat meals prepared by the house kitchen staff. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of students offer alternative living arrangements to students.



## Athletics and Exercise

Students' physical well-being is of prime importance, for both their success at Smith and afterwards as a lifetime pattern. We encourage exercise and sport through several levels of instruction in a broad range of activities through the Department of Exercise and Sport Studies (pp. 193–98) with both credit and non-credit courses. Our Athletic Program, p. 338, invites students to join team sports through the competitive intercollegiate teams and the spirited intramural competitions. Through the variety of options we offer, every student can find a satisfying balance between her intellectual and physical activities.

## Career Development

The Career Development Office provides advisers and counselors to help students and alumnae prepare for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops, and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, and summer jobs. We teach students how to assess their individual interests, strengths, and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research. They practice interviewing on videotape and can create or update résumés and cover letters on our word-processing equipment.

We encourage all students to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their own doctors at home. There is no charge for an outpatient visit. The same



standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. In our own facilities we can provide some medicines and treatments, such as hydrocollator and whirlpool baths; injections for desensitization as requested by a student's own physician; and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college physicians. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by Fred. S. James & Co., that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their pre-college health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the Smith *Handbook* and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the College Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are first required to have a physical exam by a college physician.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a

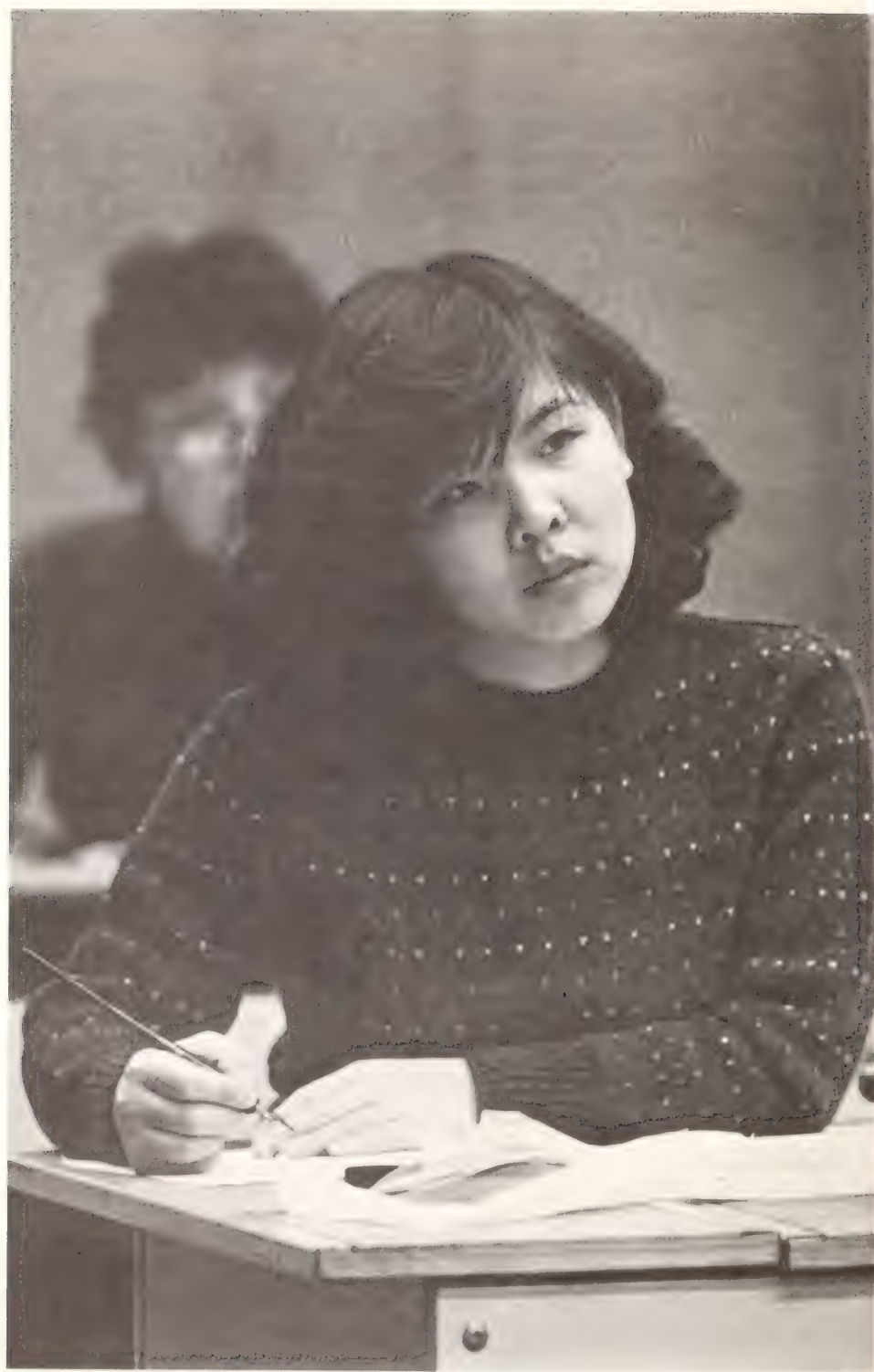
spirit of mutual respect, represent the Protestant, Catholic, and Jewish faiths and organize weekly services of worship at the chapel for each. The Ecumenical Christian Church, Newman Association, and B'nai B'rith Hillel Foundation are active religious groups on campus that present additional programs of religious, ethical, and cultural interest when the college is in session. Other student religious groups, such as the Evangelical Fellowship, Campus Crusade for Christ, the Baha'i Fellowship, the Black Gospel Jubilation, and associations of Hindu and Muslim students, use the chapel's facilities, which include a lounge and library as well as the sanctuary, for their programs and services. Additionally, the chaplains welcome students to their offices downstairs in the chapel to talk about religious or personal matters.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith. Visitors may hear any of a number of choirs rehearsing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, or smell a meal cooking for a gathering later in the day.

A recently opened kosher kitchen is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues, and other religious communities representing most denominations enjoy having students join their services and programs as well.

Any student who is unable, because of her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.



# The Student Body

## Summary of Enrollment, 1986–87

### Undergraduate Students

	Class of 1987	Class of 1988	Class of 1989	Class of 1990	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	664 <sup>2</sup>	425	631	620	248	2,558
Not in residence <sup>3</sup>	20	217	16	0	22	275
Five College course enrollments at Smith:				First semester		534
				Second semester		611

### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	64	18	28

- 
1. Guest students are included in the counts of students in the Northampton area.
  2. Includes 62 Ada Comstock Scholars.
  3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 36 Smith students and 2 guest students in Paris; 11 Smith students and 1 guest student in Hamburg; 16 Smith students and 13 guest students in Geneva; and 13 Smith students and 1 guest student in Florence.



## Geographical Distribution of Students, 1986-87

<b>United States</b>					
Alabama	5	Ohio	72	Hong Kong	13
Alaska	4	Oklahoma	10	India	42
Arizona	2	Oregon	19	Indonesia	1
Arkansas	21	Pennsylvania	87	Italy	4
California	159	Puerto Rico	6	Iran	2
Colorado	21	Rhode Island	20	Jamaica	1
Connecticut	198	South Carolina	9	Japan	10
Delaware	6	South Dakota	1	Jordan	1
District of Columbia	20	Tennessee	20	Kenya, East Africa	2
Florida	40	Texas	58	Korea	24
Georgia	30	Utah	13	Lebanon	3
Hawaii	6	Vermont	38	Liberia	2
Idaho	1	Virginia	50	Malaysia	6
Illinois	56	Washington	26	Mexico	2
Indiana	25	West Virginia	9	Netherlands	4
Iowa	8	Wisconsin	23	Norway	2
Kansas	11	Wyoming	3	Nepal	1
Kentucky	14	<b>Foreign Countries</b>		Pakistan	15
Louisiana	4	Australia	2	Panama, Rep. of	2
Maine	51	Austria	1	Poland	3
Maryland	68	Bangladesh	2	Philippines	10
Massachusetts	735	Belgium	1	Singapore	1
Michigan	39	Canada	13	Rep. of So. Africa	4
Minnesota	36	Sri Lanka	6	Spain	2
Mississippi	3	China	12	Sweden	4
Missouri	15	Ecuador	1	Switzerland	4
Montana	4	Egypt (U.A.R.)	1	Taiwan	5
Nebraska	7	United Kingdom	19	Syria	1
Nevada	4	El Salvador	1	Trinidad	2
New Hampshire	38	Ethiopia	1	Turkey	-
New Jersey	170	France	-	USSR	2
New Mexico	3	Republic of Germany	10	Venezuela	1
New York	349	Ghana	2	Vietnam	2
North Carolina	19	Greece	-	West Indies	2
North Dakota	1	Guatemala	1	Yugoslavia	1
		Haiti	1	Zambia	1

## Majors, 1986-87

	Class of 1987		Ada Comstock Scholars	Class of 1988	Totals
	(Srs.)	(Hon.)			
Government	85	3	7	97	192
Economics	90	3	2	73	168
Art	56	7	2	16	81
Art History	6	1	—	25	32
Studio Art	5	—	6	12	23
Architecture and Urban Renewal	1	—	—	4	5
English	70	4	9	54	137
Psychology	64	1	6	62	133
Mathematics	33	1	1	39	74
Biological Sciences	32	2	5	29	68
American Studies	26	1	11	25	63
History	33	2	4	22	61
*French	8	—	—	9	17
French Studies	13	—	—	13	26
French Language and Literature	5	—	—	6	11
Biochemistry	19	2	—	17	38
Computer Science	16	—	3	17	36
Anthropology	12	1	4	18	35
Sociology	12	1	9	12	34
Religion	17	1	5	8	31
Theatre	12	—	7	12	31
Comparative Literature	8	2	1	14	25
Philosophy	16	—	—	9	25
Education and Child Study	11	—	5	7	23
Music	9	1	2	6	18
Spanish and Portuguese	4	—	—	3	7
Spanish Literature	—	—	—	1	1
Latin American Studies	2	—	—	6	8
Luso-Brazilian Studies	—	—	—	1	1
Physics	8	1	—	3	12
Chemistry	4	1	—	6	11
German	5	—	—	6	11
Afro-American Studies	3	2	—	5	10
Geology	4	—	—	5	9
Italian	1	—	—	8	9

*Russian	1	—	—	—	1
Russian Civilization	1	—	—	1	2
Russian Literature	1	—	—	5	6
Women's Studies	2	—	4	1	7
Classics					
Latin	2	—	—	—	2
Greek	—	—	—	—	—
Classics	2	1	—	1	4
Medieval Studies	1	—	—	4	5
Ancient Studies	1	—	—	3	4
Astronomy	2	—	—	—	2
East Asian Studies	—	—	—	2	2

### Independently Designed Majors

Chinese	1	International Relations	1
Environmental Studies	1	Japanese Studies	1
Indian Studies	1	Smith Scholars	1

\*Specific major not yet determined.



# Academic Achievements, Prizes, and Awards

## Academic Achievements

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors, or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

## First Group Scholars

Smith College students who have a record at the college indicating particularly high academic achievement in the previous year are named First Group Scholars.

## The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

## Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

## Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at

Smith College during the year 1904-05, and the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

## Prizes and Awards

The **Academy of American Poets Poetry Prize**, awarded annually by the Academy of American Poets, through the Department of English Language and Literature, for the best poem or group of poems submitted by an undergraduate: **R. Milan Sabatini-Brennan AC**.

The Connecticut Valley Section of the **American Chemical Society** award to a student who has done outstanding work in chemistry: **Elizabeth Mary Sanford '87**.

The **American Chemical Society Award** in analytical chemistry to a junior who has done outstanding work in analytical chemistry: **Ayesha Bhagwan Sitlani '88**.

The New England Chapter of the **American Institute of Chemists Award** to a senior who displays outstanding promise for advancing the professional aspects of the scientific community: **Jenifer Louise Lewis '87**.

The **Anita Luria Ascher Memorial Prize**, given by Dr. Liebe D. Sokol '51 and her parents, to be awarded annually to the student who has shown most progress in German during the year: **Amy Louise Hatch '87**.

The **Elizabeth Babcock Poetry Prize Fund**, established by Miss Edith L. Jarvis '09 and awarded by the Department of English Language and Literature for the best poem: **Elsa Phillippi Cline AC, Rebecca Loveland '88, Stephanie Marie Seery '87**.



The **Harriet Dey Barnum Memorial Prize**, founded by the class of 1916, for outstanding work in music: **Amy Jo Amarello '87**.

The **Suzan Rose Benedict Prize**, awarded by the Department of Mathematics to a sophomore for excellence in mathematics: **Rebecca Alice Crabb '89**.

The **Samuel Bowles Prize**, awarded to seniors for the best paper on a sociological subject and for the best paper on an economic subject: **Amelia Marie Adams '87**, **Kendra Sue Hatfield '87**, **Ann Cecilia Ruhr '87**.

The **Kathleen Bostwick Boyden '70 Memorial Prize**, awarded to a member of Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community: **Karen Kristof '87**.

The **John Everett Brady Prizes** awarded to a student for excellence in Latin on the basis of an examination in the translation of Latin at sight and to the student with the best record in the beginning course: **Sheila Marie Flaherty '88**, **Karalee Louise Strieby '89**, **Laura J. Brewer AC**, **Mimi Elizabeth Games '90**, **Kathleen Sue Willard '89**.

The **Margaret Wemple Brigham Prize**, established by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, awarded to a senior for excellence in bacteriology.

The **Amey Randall Brown Prize**, given by Mabel Brown 1887 in memory of her mother for the best essay on a botanical subject: **Colette Marie DeFarrari '87**, **Anita Mathoni '87**, **Abigail Diane Cooper '88**.

The **Vera Lee Brown Prize**, awarded by the Department of History for excellence in that subject to a senior majoring in history in the regular course: **Felice Janine Batlan '87**, **Constance Lissa Marshall Ganter '87**.

The **Yvonne Sarah Bernhardt Buerger Prize Fund**, which awards undergraduates who have contributed most vitally to the dramatic activities of the college: **Mary Frances Hassett '87**, **Lorraine Jean Portman '87**, **Hisa Lynn Takakuwa '87**.

The **David Burres Memorial Law Prize**, established in 1985 by the widow (Professor Helen Searing), family, and friends of Attorney Burres, awarded to a graduating senior, preferably one intending to practice in the public interest, who has been accepted at law school: **Deborah Mara Levy '87**.

The **C. Pauline Burt Prize**, given by Alice Butterfield, to a student majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science: **Linda Un Young Chung '87**, **Ourania Pavlou '87**, **Elizabeth Mary Sanford '87**, **Beth Linda Thurberg '87**.

The **James Gardner Buttrick Prize**, given by Mrs. Buttrick for the best essay on a subject in the field of religion and biblical literature: **Cheryl Ann Martin '88**, **Cora-Jean Eaton Robinson AC**.

The **Carlile Prizes**, given by the Very Reverend and Mrs. Charles U. Harris in memory of Dorothea Carlile '22, for the best original composition for carillon and for the best transcription for carillon.

The **Julia Harwood Caverno Prizes**, given to a member of the junior or senior class for excellence in Greek and also to the student with the best record in the beginning course: **Lori Ann Paige '87**, **Patricia Mary Gerry-Karajanes AC**.

The **Sidney S. Cohen Prize Funds** awarded by the Department of Economics for outstanding work in that field: **Robin Elizabeth Bousquet '87**, **Emma Pik Ching Liu '87**, **Lisa Marie O'Brien '87**.

The **Ethel Olin Corbin Prize**, awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English: **R. Milan Sabatini-Brennan AC**.

The **Merle Curti Prize**, awarded annually to the student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize**, awarded for the best undergraduate work in political science: **Beth Louise Lisman '87, Kathleen Susan Sheehan '87**.

The **Alice Hubbard Derby Prize Fund**, the bequest of Henry R. Lang in memory of his wife, a member of the class of 1885, awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes for excellence in the study of Greek literature in the original: **Sheila Marie Flaherty '88, Samantha Barrett '88, Lori Ann Paige '87**.

The **Elizabeth Drew Prize Fund**, awards for excellence in English: **Jennie Mason Ganz '89J, Laura J. Brewer AC, Erin Gabrielle Barrett '90**.

The **Hazel L. Edgerly Prize Fund**, founded in memory of Hazel Louise Edgerly '17, awarded to a senior in honors in history for distinguished work in that subject: **Elizabeth Pauline Rothrauff '87**.

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ: **Elizabeth Harriette Kulas '90**.

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a member of the freshman or sophomore class: **Shawn Daves Atkins '90**.

The **Samuel A. Eliot, Jr., Directing Prize**, established by Julia Heflin '32, for distinguished achievement by a Smith College undergraduate in the direction of a production or workshop: **Hisa Lynn Takakuwa '87**.

The **Settie Lehman Fatman Prizes** for best musical composition, preferably in sonata form, and for the best composition in a small form: **Clifton Jerome Noble, Jr., Assunta B. Croft '87**.

The **Heidi Fiore Prize**, founded by Emary C. Aronson '82, in memory of Heidi Fiore 1980, for a senior student of singing: **Susan Kathleen Kilbane '87**.

The **Harriet R. Foote Prize**, awarded to the outstanding student in botany, based on an examination record.

The **Henry Lewis Foote Memorial Prize**, given by his wife, Harriet Risley Foote 1886, for excellence in class work in biblical courses: **Virginia Clay Risk AC**.

The **Clara French Prize**, founded by Mary E. W. French, to the senior who has advanced furthest in the study of English language and literature: **Laura J. Brewer AC**.

The **Helen Kate Furness Prize**, founded by Horace Howard Furness, for the best essay on a Shakespearean theme: **Lori Ann Paige '87, Joanna D. Cunningham AC**.

The **Sarah H. Hamilton Memorial Prize**, given by her sister Julia H. Gleason, for an essay on music.

The **Arthur Ellis Hamm Scholarship Prize**, founded by Elizabeth Creevey Hamm '05, awarded to a freshman on the basis of the year's record: **Karalee Louise Strieby '89**.

The **James T. and Ellen M. Hatfield Memorial Award**, established by Virginia Thorpe Hatfield '22 in honor of her parents, to a senior who has shown unusual talent and ability in her literary work in the Department of English Language and Literature: **Eva Luann Reed '87**.

The **Hause-Scheffer Memorial Prize**, founded in memory of Frances A. Hause '22, awarded to the senior who has majored in chemistry and has made the best record in that subject: **Jenifer Louise Lewis '87**.

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst College, Hampshire College, Mount Holyoke College, Smith College, or the University of Massachusetts: **Lorraine Jean Portman '87, Elsa Phillippi Cline AC, Kyle Bostian, University of Massachusetts, Lynn Letkoff, Amherst College.**

The **Mary Augusta Jordan Prize**, given by the Alumnae Association to a senior for the most original piece of literary work in prose or verse: **Eva Luann Reed '87.**

The **John and Edith Knowles Memorial Scholarship**, to a student of outstanding merit who has elected to pursue a medical career and has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession.

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy: **Maura Aileen Henry '87.**

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, to a senior majoring in the history of art, with preference given to students interested in pursuing the study of classical art at the graduate level: **Margot McIlwain '87.**

The **Ruth Alpern Leipziger French Fellowship Prize**, established by family and friends, awarded by the Department of French to an outstanding major participating in the Junior Year Abroad Program in Paris: **Amy Elizabeth Balser '88.**

The **Emogene Mahony Memorial Fund** for the furtherance of English literature and dramatic art, recognizing the best essay on a literary subject written by a freshman and the best honors thesis submitted to the Department of English Language and Literature: **Karin Krohn Thayer '90.**

The **Emogene Mahony Memorial Prize**, founded by Ethel Haskell Bradley '01, for proficiency in organ.

The **Jeanne McFarland Prize**, established by Margaret A. Mull, to an undergraduate who has done the best work in women's studies: **Jacqueline Evangeline Lapsley '87, Jean Anne Chatoff, AC, Karen Eilene Saenz, AC.**

The **John S. Mekeel Memorial Prize**, given in his memory by his wife, to a member of the senior class for outstanding work in philosophy: **Elise Ann Yablonski '87.**

The **Bert Mendelson Prizes**, to a sophomore for excellence in computer science courses, and to a senior computer science major for excellence in computer science: **Wendy Shepherd Hunter AC, Katherine Ann St. John '87.**

The **Thomas Corwin Mendenhall Prize**, given by the Alumnae Association, at the discretion of the Department of History, for an essay on a theme evolving from any history course, excluding special studies, seminars, and HST 500 (honors long paper).

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college: **Hilary Lynn Fink '87.**

The **Mrs. Montagu Prize**, founded by Abba Louisa Gould Woolson in honor of Elizabeth Montagu, awarded for the best essay on a literary subject concerning women: **Elizabeth Wilson '88.**

The **Judith Raskin Memorial Prize**, established by the family of Judith Raskin '49, to the outstanding voice student selected by the voice faculty: **Lydia Vaughn Evans '87.**

The **Victoria Louise Schrager Prize**, given in her memory by her family and Marjorie Hope Nicholson, to a senior who has maintained a distinguished academic record and has also had an important role in student activities: **Dee Ann Budney '87.**



The **Donald H. Sheehan Memorial Prize**, to a member of the senior class for outstanding work in American studies: **Karen Everett AC**, **Mary Jane Lutter Layton AC**, **Ruth Maus AC**.

The **Andrew C. Slater Prize** for excellence in debate: **Elise Ann Yablonski '87**, **Lynne Evans Bedini '89**, **Natasha Leigh Chefetz '90**.

The **Smith Council of the Society Organized Against Racism Prize**, to the students whose community service and academic program have furthered understanding of cultures, communities, and individuals who have historically borne the brunt of racism: **Kelly Arnita Gerald '87**, **Esther Y.H. Pan '88**.

The **Gertrude Posner Spencer Prize** for excellence in writing: **Laura J. Brewer AC**.

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty, and goodness in the arts or sciences.

The **Rosemary Thomas Poetry Prize**, awarded by the Department of English Language and Literature to the student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life: **Ann Young Choi '87**.

The **Ruth Dietrich Tuttle Prize**, to encourage further study, travel, or research in the areas of international relations, race relations, or peace studies: **Rosemary Amy Frazel '87J**.

The **Anacleto Vezzetti Prize**, established by the Ausonia Club of Northampton, to a senior for the best piece of writing in Italian on any aspect of the culture of Italy.

The **Ernst Wallfisch Prize for Music Performance**, awarded to a graduating senior enrolled in music performance (vocal or instrumental) at Smith College who has demonstrated outstanding talent, commitment, and diligence: **Melissa Garrison Fathman '87**.

The **Frank A. Waterman Prize**, awarded to a senior who has done excellent work in physics: **Susan Jane Egan '87**, **Diana Michelle Simplair '87**.

The **Maya Yates Prize** for the best piece of writing other than literary analysis: **Lori Ann Paige '87**.





## Fees, Expenses, and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room, and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room, and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. We promise to meet the documented financial need of every student who is accepted at Smith. Our average financial aid award, which includes a grant, loan, and campus job, is in excess of \$8,000, and more than one-third of our student body qualify for need-based aid. Almost another third use student loans and jobs to help meet costs.

#### 1987-88 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$5,630	\$5,630	\$11,260
Room and board	2,195	2,195	4,390
Activities fee	102 (est)		102
	<u>7,927</u>	<u>7,825</u>	<u>15,752</u>

Statements for semester fees are mailed on or about July 17 and December 17. Payment of charges for the first semester is due by August 15; for the second semester by January 15. Checks should be made payable to Smith College and forwarded to the Office of the Controller. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Nonpayment of fees may prevent students from registering for classes or occupying their rooms. A number of optional payment plans are described on the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$400 on books and supplies, between \$550 and \$700 on personal, recreational, and miscellaneous expenses, \$30 to \$50 on subscriptions and dues, and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

The student activities fee of approximately \$102 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

## Other Fees and Charges

- Application for admission \_\_\_\_\_ \$35

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to February 1. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars office by February 15.

- General deposit \_\_\_\_\_ \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the college. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

- Room deposit \_\_\_\_\_ \$200

Each resident student pays a room deposit each year that is applied in total to



the first-semester bill. Incoming resident students pay this deposit by May 1 and continuing resident students, by March 14. The deposit is refunded only to students participating in the Twelve College Exchange Program, the Smith Junior Year Abroad Program, or to those students who apply for a leave for the following fall semester by March 15. In all other cases, the deposit is forfeited if a student withdraws or leaves the college. The deposit may be deferred for a student whose need-based aid covers total fees.

● Non-resident fee \_\_\_\_\_ \$30

The non-resident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

● Health insurance

We require that each student have adequate health insurance, so we offer a health insurance plan. Details will be mailed to parents in July, along with the first-semester bill. The Smith insurance plan is optional for students who can demonstrate alternate coverage.

● Refrigerator energy fee \_\_\_\_\_ \$25

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

● Fees for musical instruction, per academic year

One hour lesson per week \_\_\_\_\_ \$500

One half-hour lesson and two class hours per week \_\_\_\_\_ \$500

Courses in ensemble when given individually — \$70

Use of a practice room, one hour daily \_\_\_\_\_ \$15

Use of a practice room, one hour daily, and of a college instrument \_\_\_\_\_ \$30

Use of organ, one hour daily \_\_\_\_\_ \$65

● Fees for riding classes, per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm also will board horses for students, at a cost of \$285 per month. Inquiries about boarding should be addressed to Ms. Sue Gray-Mieczkowski, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm.

Two lessons per week \_\_\_\_\_ \$215

Three lessons per week \_\_\_\_\_ \$295

● Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be



provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials _____	\$5–63
Additional supplies _____	\$12–100

- Chemistry laboratory course, per semester \_\_\_\_ \$6–10 plus breakage
- Fee for non-matriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit _____	\$1,410
For auditing, per lecture course _____	\$10
For auditing, per performance or language course _____	\$75

- Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or non-resident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee _____	\$35
Room and board one night per week, per semester (15 weeks) _____	\$375
For one semester course _____	\$1,410
For two semester courses _____	\$2,820
For three semester courses _____	\$4,230
For four or more semester courses _____	\$5,630
For each ¼ course _____	\$355

## Withdrawal Refund

The college makes commitments to faculty and staff based on anticipated student enrollment in advance of the school year, and these commitments are not subject to change. Students who withdraw prior to the first day of classes will receive a full tuition refund. Students who withdraw on or after the first day of classes are entitled to a tuition refund as follows:

Prior to the second week of classes _____	75%
Prior to the third week of classes _____	50%
Prior to the fourth week of classes _____	25%
Prior to the fifth week of classes _____	10%
Thereafter _____	0%

The college makes arrangements for housing each student prior to the academic year, again based on anticipated enrollments. These arrangements are

not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion.

The date of withdrawal is either the date on which the registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the following order: Supplementary Educational Opportunity Grant (SEOG), Pell Grant, state grants (including SSIG), National Direct Student Loan (NDSL), Guaranteed Student Loan (GSL), Parent Loan for Undergraduate Students (PLUS), institutional funds, and the student and family.

An appeal to the withdrawal policy may be heard by an appeals committee made up of the treasurer (chair), the registrar, the student's class dean, and the associate dean for student affairs.

## **Contractual Limitations**

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## **Payment Plans and Loan Options**

In addition to the regular payment plan in which fees are paid in full prior to each semester, the college offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A non-refundable administrative fee of \$30 is required with each registration. The college also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through the Knight Insurance Agency. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Following is a listing of various payment plans and loan options available. Further details about these plans are mailed in May by the Office of the Controller to parents of accepted freshmen.

## Summary of Payment Plans and Loan Options

Plan	Number of payments per year	Number of years to complete payments	First payment due	Annual interest rate charged
1. Regular Payment Plan	2	4	Aug. 15	0
2. Smith Ten-Month Payment Plan	10	4	June 15	0
3. Tuition Prepayment (Four-Year Plan)	1	—	Aug. 15	—
4. Insured Tuition Payment Plan	12	4	June 1	0
5. Extended Repayment Plan	12	4-7	June 1	9.75%
	12	10	June 1	10%
Extended Repayment Plan				
6a. Massachusetts Family Education Loan Plan	12	15	30 days following disbursements	9.8%
b. Tuition Prepayment Option	12	15	30 days following disbursements	9.8%
c. Home Mortgage Option	12	15	30 days following disbursement	9.8%
7a. SHARE Plan	12	15	45 days following disbursement	9.5%
b. SHARE plan with interest subsidy option	12	5 for first year; 10 for multiple loans	45 days following disbursement	0
8. Parent Loans for Undergraduate Students (PLUS)	12	5 for first year; 10 for multiple loans	60 days following disbursements	12%
9. Guaranteed Student Loan	None during college	10 following graduation	6 months after graduation	8%

Service fee or origination fee	Insurance	Annual maximum	Income restrictions	Credit check	Eligibility
None	None	Total fees	None	No	All
\$30	None	Total fees	None	No	All
—	None	\$45,040	None	No	Families not receiving financial aid
\$50	Optional	Total fees	None	No	All
\$50	Required	Total fees	None	Yes	All
\$50	Required	Total fees	None	Yes	All
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	Total fees	Not to exceed \$100,000	Yes	Families of all full-time students
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	Total fees	Not to exceed \$100,000	Yes	Families not receiving financial aid
\$160	Optional	Total fees	Not to exceed \$100,000	Yes	Families not receiving financial aid
4% of amount borrowed	Optional	\$15,000	None	Yes	Families of all full-time students
4% of amount borrowed	Optional	\$3,000	None	Yes	Requirements vary
Approximately 4% of amount borrowed	None	\$4,000 per student	None	Yes	Families of all full-time students
Approximately 5% of amount borrowed	None	\$4,000	\$30,000 or demonstrated need	No	Full-time students



Of these plans, number 5 requires the subscriber to carry additional insurance, and plans 4 and 6 offer insurance as an option. Families of students who receive Guaranteed Student Loans must meet the needs test of the program or of the College Scholarship Service. Eligibility for the Family Education Loan Plan and Tuition Prepayment Option Loan Plan is based on need and family resources. Loans are made to families with incomes of at least \$75,000 with one student in college and to families with incomes well above that if there is more than one family member in college. Families receiving grant aid may not participate in plan 3 or plan 6b. For more information, write or call Anthony Symanski, controller.



## Financial Aid

We believe that the cost of educating a student at Smith should not be a factor in the college choice, either for the student and her family in selecting Smith or for our Office of Admission in selecting the students who are right for us. So applications for financial aid are handled by the Office of Financial Aid, not by the admission staff, and are kept completely confidential. Awards are offered to applicants with academic promise on the basis of computed need, regardless of a student's race, creed, handicap, or color. An award is usually a combination of a grant, campus job, and suggested loan, and all undergraduates with documented need are given aid. A brochure that supplements the information here is available from the Office of Admission.

To determine a student's need, a family submits the Financial Aid Form to the College Scholarship Service, requesting that a copy be sent to Smith. Our code number is 3762. The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed Financial Aid Form from the College Scholarship Service we begin to calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents, and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have that aid renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, College Scholarship Service forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Unless the Administrative Board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 89).

If an entering student did not qualify for aid in her first year, but her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give immediate assistance to any student in an emergency situation.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Early Decision and January Transfers	Early Evaluation, Regular Decision, and September Transfers
Submit the Financial Aid Form to the College Scholarship Service	November 15	February 1
Send the Smith financial aid application and 1985 tax returns to the Office of Financial Aid	November 1	January 15* (*February 1 for transfer applicants)
Receive notification from Smith of financial aid awards	December 15	Early April
Send photocopy of parent's 1986 federal income tax return to the Smith Office of Financial Aid	April 15	April 15
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1

### Transfer Students

Transfer students with need should follow the same procedure as applicants to the freshman class, but must include a financial aid transcript from each institution attended. We are able to guarantee aid at this time to all transfer students who enter with documented need.

### Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. At present, we guarantee aid as needed to Ada Comstock Scholars, limiting grant aid from college funds to the billed fees. No token awards are offered, and no aid is given for merit alone. Applicants to the Ada Comstock Scholars Program should follow the same procedures as other entering stu-



dents, except that all inquiries and correspondence should be addressed to the Ada Comstock Scholars Program Office. See p. 81.

### **Financial Aid Awards**

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute a standard amount from summer earnings (for freshmen entering in the fall of 1986, this amount was \$1,000) and to apply for any federal, state, and local scholarships for which she may be eligible.

**Loans.** Perkins Loans (formerly National Direct Student Loans) are offered to students to the extent of available funding. Most other students can borrow through the Guaranteed Student Loan Program (GSL). Most parents are eligible to borrow under the federal program of Parent Loans for Undergraduate Students (PLUS). Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. GSL and PLUS loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount needed. Students who do not qualify for need-based college aid may be able to use these programs under federal standards of income eligibility. If an aided student's application for a Guaranteed Student Loan is rejected, she may borrow up to the suggested amount from the college's loan funds. Inquiries about student loans should be addressed to Karen Tatro, the assistant director for student loans, in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about 45 percent of our student body) who received campus job offers as part of their aid packages. Freshmen work six hours a week, usually for Dining Services in their own houses, with an earnings ceiling of \$800. Students in other classes hold regular jobs of eight hours a week and can earn up to \$1,000. These monies are paid directly to each student as she earns them. They are intended to cover personal expenses rather than billed fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, there is a term-time internship program in concert with the Smith Career Development Office. The college participates in the federally funded College Work-Study Program, which funds up to 80 percent of the earnings of eligible students, some of them in non-profit, off-campus positions.

**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the federal Pell Grant Program and receive a yearly allocation for federal Supplemental Educational Opportunity Grants and Massachusetts state grants. Most grants, however, are awarded from college funds given for this purpose; from more than 125 restricted funds given to the college to support students in particular disciplines or from specific geographic areas:



by annual gifts from individual alumnae and by close to 100 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations, and other organizations; and from general income.

The director of financial aid has available to her a number of named and restricted grants that she assigns, sometimes in consultation with the donor. No separate application is needed. Among the named and special purpose grants are the following:

First Group Scholarships, awarded to students of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the board of trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three upper classes.

*The Dwight W. Morrow Scholarships.* Ten scholarships are awarded annually to seniors with need who are among the First Group Scholars.

*The Sophia Smith Scholarships.* These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars, but who have no need for financial aid.

Music Scholarships. Each year the college awards scholarships equal to one-half the cost of lessons in practical music to students who have financial need and who are recommended by the Department of Music. Auditions are held for entering students after the opening of college. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship in Music.* A full-year music performance scholarship (vocal or instrumental) to be granted to a freshman, sophomore, or junior enrolled in a performance course at Smith College, based on merit and commitment.

Army and Air Force ROTC Scholarships. These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts. Army ROTC scholarships are available to selected candidates regardless of major; Air Force ROTC scholarships are available for technical majors and navigator candidates. For further information about the Army ROTC Program, contact Lieutenant Colonel Ronald Filak, professor of military science, at (413) 545-2321. Information about the Air Force ROTC Program is available from Colonel Howard Hazlett, professor of aerospace studies, at (413) 545-2437. Inquiries may also be sent in writing to the appropriate department, University of Massachusetts, Amherst, Massachusetts 01003.

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a dormitory if space becomes available.

Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pp. 37–38.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 6 p.m. on Friday, between January 15 and July 15. Inquiries may also be addressed to Anne Fisher Keppler, the director of financial aid, at (413) 584-2700, between 10:30 a.m. and 4 p.m. Eastern time.





## Admission

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From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a freshman class of approximately 620 able, motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT and Achievement Tests, or ACT, and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Our financial aid program guarantees aid to every admitted student with documented need so that the cost of a college education will not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans, and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses, and Financial Aid, pp. 61–73.

### Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)



- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's freshman year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate, and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) and a minimum of three Achievement Tests, one of which must be in English composition. She should select the other two in fields where she has particular interests and strong preparation. The ACT can be substituted for the SAT and Achievement Tests. We recommend that a candidate take the examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT and Achievement Tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia, and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

## Applying for Admission

A student interested in Smith has three options for applying—Early Decision, Early Evaluation, and Regular Decision.

**Early Decision.** A candidate with strong qualifications who selects Smith as her first choice must complete her application by November 15 of her senior year. Her credentials must include mid-semester senior grades. A student applying for Early Decision should take her SAT and, if possible, three Achievement Tests before the senior year. If a student has not taken all three of the Achievement Tests, she still may apply for Early Decision with the understanding that she must fulfill the rest of the requirements before the end of her senior year. The ACT may be substituted for the SAT and three achievement tests. We notify Early Decision candidates of the board's decision by December 15. A student who is accepted under the Early Decision Plan must withdraw any applications she has made at other colleges and may not make any further applications. She must pay a non-refundable enrollment deposit of \$300 by January 1 (see Fees, Expenses, and Financial Aid for more information about deposits). An applicant who is deferred under the Early Decision Plan will automatically be reconsidered with the Regular Decision applicant group in the spring.

**Regular Decision.** A student who applies to Smith under the Regular Decision Plan must complete her application by February 1. We will send our decision in early April. An accepted student who intends to come to Smith must pay the enrollment deposit of \$300 by May 1.

**Early Evaluation.** A candidate who applies under the Regular Decision Plan may request an Early Evaluation of her chances by marking the appropriate section on the application form and by filing all credentials by January 1. We send Early Evaluations in early February and final decisions in early April, and a candidate makes no commitment to Smith until May 1. Our Early Evaluation letter tells each student one of three things: that we probably will admit her in the spring, that we will defer our decision until April, or that we are unlikely to offer her admission. While there is no early formal appraisal of financial aid, the director of financial aid is always willing to talk with parents on this subject.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paper work for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## Freshman Admission Deadline Dates

	Early Decision	Early Evaluation	Regular Decision
Submit preliminary application by:	November 15	January 1	January 15
Submit all other parts of the application and application fee by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 15	February 1	January 15
Ask your counselor to send senior grades by:	November 15 (first quarter grades)	January 1 (first quarter grades)	February 1 (midyear grades)
We notify each candidate by:	mid-December	early February	mid-April
Submit the \$300 deposit to hold a space in the class by:	January 1	May 1	May 1
Return completed Health Services pre-admission form by:	July 15	July 15	July 15

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight semester hours of college credit are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four hours of credit are recorded). No more than eight semester hours of credit will be granted in any one department.



Advanced Placement credit may be used to allow a student to carry the minimum three-course load after the first semester of the freshman year, or to make up a shortage of hours, or, with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of 32 Advanced Placement credits (one year) may be counted toward the degree. A student entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count toward the 16 courses outside the major.

## **International Baccalaureate**

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

## **Interview**

We strongly recommend an on-campus interview for all candidates, and require one for those who live or attend school within 200 miles of the college. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors begin in mid-March.

## **Deferred Entrance**

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the freshman class for one year if she makes this request in writing to the director of admission by June 1.



## Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15. A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 15 for September entrance.

We notify candidates by the middle of April for first-semester entrance and by the middle of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pp. 75–76 of this catalogue.

We require a candidate for the degree of Bachelor of Arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend the junior or senior year abroad.

## Visiting Student Program

Smith College welcomes a certain number of guest students for one year of study. Well-qualified applicants enrolled in an accredited, four-year liberal arts college or university in the United States can come to Smith to pursue particular fields of academic interest and to experience the atmosphere of a residential women's college in its New England setting.

Applicants must furnish a transcript of their college work to date, faculty recommendations, and, where required by the home college, tentative approval of their proposed course program. Information and application material may be obtained by writing to Visiting Student Program, Office of Admission, Smith College, Northampton, Massachusetts 01063.

## International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year

in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. A limited amount of financial aid is available for international student applicants; *if aid is needed, this fact should be made clear in the initial correspondence.*

## Readmission

See Withdrawal and Readmission, p. 91.

## Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Admission and all other aspects of the program are handled through the Ada Comstock Scholars Program office.

Because the women who apply to the Ada Comstock Scholars Program come with vastly different backgrounds and motivations, we encourage each applicant to meet with a member of the staff of the Ada Comstock Scholars Program at least two months before the application deadline. As we assess each candidate, we particularly value this personal meeting and the autobiographical essay on the application. Each applicant must request that the institutions she previously attended send all relevant credentials directly to the Ada Comstock Scholars Program. Entrance to the program is in September only, and candidates must apply before February 15. We generally notify candidates by the middle of April for September entrance. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

A description of the program can be found on p. 17. For more information about fees, expenses, and financial aid for Ada Comstock Scholars, refer to pp. 64–68. Inquiries, either in writing or by phone, may be addressed to Eleanor Rothman, director of the Ada Comstock Scholars Program.





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# Academic Rules and Procedures

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## Requirements for the Degree

The requirements for the Bachelor of Arts degree from Smith College are the completion to a specified standard of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, normally 64 credits, in residence at Smith College in Northampton; one of these must be either the junior or the senior year.

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

## Election of Courses

### Semester Course Load Options

The normal course program consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the Administrative Board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course load in any semester is 12 credits taken for regular letter grades.

The option to take fewer than the normal 16 credits in a semester is limited by the following restrictions:

A student studying in a Smith College Junior Year Abroad Program is required to carry a course load of at least 32 credits for the academic year.

Introductory-level courses in performance in the Department of Dance, Department of Music, and Department of Exercise and Sport Studies, which are for 1 or 2 credits, must be taken above a regular 16-credit program each semester.

Advanced Placement credit or summer school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. See Academic Credit, p. 86.



## Admission to Courses

**Permissions.** Admission to certain courses as indicated in the course descriptions requires permission of the instructor.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

Permission by petition to the Administrative Board is required to enter or drop a year course at midyear. The petition must be submitted to the instructor of the course and the chair of the department concerned before it is filed with the class dean.

**Seminars.** Seminars are open, by permission of the instructor, to juniors and seniors only. Seminars are limited to 12 undergraduate students. If graduate students are admitted, the seminar may total 14 students. Seminars conducted by more than one faculty member may include up to a total of 16 graduate and undergraduate students. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

**Special Studies.** Special Studies are normally open only to qualified juniors and seniors. Permission of the instructor and of the department chair is required.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors, and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

**Independent Study.** Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Internships.** Internships for credit may be proposed by qualified sophomores, juniors, and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Auditing.** A matriculated student may audit a course on a regular or an occasional basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

**Auditing by Non-Matriculated Students.** A non-matriculated student who wishes to audit a course may do so with the permission of the instructor and upon payment of a fee of \$10 per lecture course (\$75 for performance and language courses). Studio art courses are not open to non-matriculated students.

### Changes in Course Registration

*During the first 10 class days* (up to Monday, September 21, in the first semester, and Tuesday, February 9, in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser, and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (Wednesday, November 11, in the first semester, and Wednesday, April 6, in the second semester):
  - (1) after consultation with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W" in the grade column, indicating "withdrawal without penalty." The "W" will not be counted in the student's grade-point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

### Fines for Late Registration and Late Course Changes

A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of six weeks, she will be required to withdraw.

## Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester, a period that occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office, the registrar's office, and the college houses. Free bus transportation to and from the institution is available for Five College students. A student may register for a course at one of the other four institutions no later than Wednesday, September 23, in the first semester, and Friday, February 12, in the second semester.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on p. 328 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including expected dates of examinations and final grades. Regulations governing changes in enrollment in Five College courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the registrar at the appropriate institution.

## Academic Credit

### Grading

Grades are recorded by the registrar at the end of each semester. Grade reports, with a copy for parents, are sent to each student in February and June.

The grades at Smith indicate the following:

A	(4.0): excellent	D+	(1.3)
A-	(3.7)	D	(1.0): poor
B+	(3.3)	D-	(0.7)
B	(3.0): good	E	(0.0): failure
B-	(2.7)		
C+	(2.3)	S:	satisfactory (C- or better)
C	(2.0): fair	U:	unsatisfactory
C-	(1.7)		



**Satisfactory/Unsatisfactory Option.** A course may be taken for a satisfactory (C – or better)/unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (Monday, October 5, in the first semester, and Tuesday, February 23, in the second semester); and
- (3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. No more than one course (Smith or other Five College) may be taken with the satisfactory/unsatisfactory or pass/fail grading option in any one semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

## **Advanced Placement**

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded). No more than eight credits will be granted in any one department.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

Advanced Placement credit may be used to allow a student to carry the minimum 12 credits after the first semester of the freshman year, or to make up a shortage of hours, or, with the approval of the Administrative Board, to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements.

Advanced Placement credit may be used to count toward the 64 credits outside the major.



### **Summer School Credit**

Up to a maximum of 12 credits earned in approved summer school courses may be counted for the degree. With the approval of the Administrative Board, the credit may be used to allow students to carry the minimum 12-credit load, or to make up a shortage of credits, or to undertake an accelerated course program.

### **Shortage of Credits**

A shortage of credits incurred through failure or by dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with Advanced Placement credit, or with approved summer school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

### **Interterm Credit**

No course credit is given for work done during the interterm period at Smith or elsewhere.

### **Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

### **Academic Standing**

A student is in good academic standing as long as she is matriculated at Smith and is considered by the Administrative Board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

### **Academic Probation**

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents, and her academic adviser. Instructors of a student on probation are asked to make academic reports to the deans' offices during the period of probation. The Administrative Board will review a student's record at the end of the following semester to determine what action is appropriate. The Administrative Board may require such a student to change her course program, to complete summer study, or to withdraw from the college.

In general, students on probation are advised to take no more than 16 credits (four four-credit courses). They may not enroll in courses through the Five College interchange, and may be asked to limit their extracurricular commitments. Students on academic probation may not compete in intercollegiate athletics. A student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester.

A first-semester freshman with a grade point average between 1.7 and 2.0 may be given a low-record warning. The class dean will report this student to the Administrative Board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

### **Standards for Satisfactory Progress**

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, or (2) her record indicates more than an eight-credit shortage for more than two consecutive semesters.

### **Separation from the College**

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the Administrative Board, the Honor Board, or the Judicial Board. Any student who has not registered for courses by the end of the sixth week of the semester will be withdrawn from the college. There will be no refund for tuition or room rent.

### **The Age of Majority**

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit, and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal, and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

## **Leaves, Withdrawal, and Readmission**

### **Absence from the Campus**

A student who is absent from college for more than six weeks in any semester in which she is registered may not receive credit for the work of that semester.

### **Leaves of Absence**

A student not on academic probation who wishes to be away from the college for personal reasons, or to attend another college or university, may take a leave of absence for a first semester or for a full academic year. A request for a leave of absence must be filed with the student's class dean before March 15 of the year preceding the leave. A student who decides after March 15 and prior to May 15 to be away for the succeeding year or semester may request a leave of absence but will forfeit her room deposit fee (\$200).

A student not on academic probation who wishes to complete her senior year at another undergraduate institution must petition the Administrative Board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

### **Medical Leave**

If a student leaves the college on the advice of the Health Services for reasons of health, notification will be sent to her parents. When she wishes to return, a full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the Administrative Board. Certification by the Health Services does not automatically guarantee readmission. The Administrative Board, which makes the final decision on readmission, will also take into consideration the student's college record.

### **Mandatory Medical Leave**

The college may require a mandatory medical leave of any student who, in the opinion of the college physician or coordinator of the Counseling Service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness

or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

### **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September should be sent to the registrar before March 1; for readmission in January, before December 1. The Administrative Board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.





# Courses of Study, 1987-88

	Designation	Academic Division
Departmental Major and Minor in <b>Afro-American Studies</b>	AAS	I
Interdepartmental Major in <b>American Studies</b>	AMS	II
Interdepartmental Major in <b>Ancient Studies</b>	ANS	I/II
Departmental Major and Minor in <b>Anthropology</b> (in the Department of Sociology & Anthropology)	ANT	II
Interdepartmental Minor in <b>Archaeology</b>	ARC	I/II
Departmental Major and Minors in <b>Art</b>	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Five College Departmental Major and Minor in <b>Astronomy</b>	AST	III
Interdepartmental Major in <b>Biochemistry</b>	BCII	III
Departmental Major and Minor in <b>Biological Sciences</b>	BIO	III
Departmental Major and Minor in <b>Chemistry</b>	CHM	III
Extrdepartmental Courses in <b>Chinese Language &amp; Literature</b>	CHI	I
Departmental Majors and Minors in <b>Classical Languages &amp; Literatures</b>	CLS	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in <b>Comparative Literature</b>	CLT	I
Interdepartmental Major and Minors in <b>Computer Science</b>	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Simulation and Modeling	CSM	III
Five College Departmental Major and Minor in <b>Dance</b>	DAN	I
Interdepartmental Minor in <b>East Asian Studies</b>	EAS	I/II
Departmental Major and Minor in <b>Economics</b>	ECO	II
Departmental Major and Minor in <b>Education &amp; Child Study</b>	EDC	II
Interdepartmental Minor in <b>Engineering</b>	EGR	III
Departmental Major and Minor in <b>English Language &amp; Literature</b>	ENG	I
Interdepartmental Minor in <b>Ethics</b>	ETH	I/II/III
Departmental Minor in <b>Exercise &amp; Sport Studies</b>	ESS	III
Interdepartmental Minor in <b>Film Studies</b>	FLS	I/II
Departmental Majors in <b>French Language &amp; Literature</b>	FRN	I
Majors: French Language & Literature	FRL	I
French Studies	FRS	I
Departmental Major and Minor in <b>Geology</b>	GEO	III

**Key:** Division I    The Humanities  
Division II    The Social Sciences and History  
Division III    The Natural Sciences

Departmental Major and Minor in <b>German Language &amp; Literature</b>	GER	I
Departmental Major and Minor in <b>Government</b>	GOV	II
Departmental Major and Minor in <b>History</b>	HST	II
Interdepartmental Minor in <b>History of the Sciences</b>	HSC	I II III
Interdepartmental Minor in <b>International Relations</b>	IRL	II
Departmental Major and Minor in <b>Italian Language &amp; Literature</b>	ITL	I
Extrdepartmental Courses in <b>Japanese Language &amp; Literature</b>	JPN	I
Interdepartmental Minor in <b>Jewish Studies</b>	JUD	I/II
Interdepartmental Major and Minor in <b>Latin American Studies</b>	LAS	I II
Interdepartmental Minor in <b>Logic</b>	LOG	I III
Interdepartmental Minor in <b>Marine Sciences</b>	MSC	III
Departmental Major and Minor in <b>Mathematics</b>	MTH	III
Interdepartmental Major in <b>Medieval Studies</b>	MED	I/II
Departmental Major and Minor in <b>Music</b>	MUS	I
Interdepartmental Minor in <b>Neuroscience</b>	NSC	III
Departmental Major and Minor in <b>Philosophy</b>	PHI	I
Departmental Major and Minor in <b>Physics</b>	PHY	III
Interdepartmental Minor in <b>Political Economy</b>	PEC	II
Departmental Major and Minor in <b>Psychology</b>	PSY	III
Interdepartmental Minor in <b>Public Policy</b>	PPL	II III
Departmental Major and Minor in <b>Religion &amp; Biblical Literature</b>	REL	I
Departmental Majors in <b>Russian Language &amp; Literature</b>	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Departmental Major and Minor in <b>Sociology</b> (in the Department of Sociology & Anthropology)	SOC	II
Departmental Majors and Minors in <b>Spanish &amp; Portuguese</b>	SPP	I
Majors: Spanish	SPP	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPL	I
Latin American Literature	SLL	I
Departmental Major and Minor in <b>Theatre</b>	THE	I
Interdepartmental Minor in <b>Third-World Development Studies</b>	TWD	I/II
Interdepartmental Minor in <b>Urban Studies</b>	URS	I/II
Interdepartmental Major and Minor in <b>Women's Studies</b>	WST	I II III
Extrdepartmental Course in <b>Arabic</b>	ARA	I
Interdepartmental Course in <b>General Literature</b>	GLT	I
Interdepartmental Course in the <b>History of Western Ideas</b>	HWT	I/II
Interdepartmental Course in <b>Peace and War Studies</b>	PWS	I II III
Interdepartmental Courses in <b>Philosophy &amp; Psychology</b>	PPY	I/III
Interdepartmental Course in <b>Statistics for Social Scientists</b>	SSC	II
<b>Other Interdepartmental Courses</b>	IDP	
<b>Five College Course Offerings by Five College Faculty</b>		
<b>International Relations Certificate Program</b>	IRC	



## Explanation of Symbols and Abbreviations

Courses are classified in five grades indicated by the first digit in the course number:

- 100: Introductory
- 200: Intermediate
- 300: Advanced
- 400: Graduate, open to qualified undergraduates
- 500: Undergraduate Honors Thesis

- a: an "a" after the number of a course indicates that it is given in the first semester;
- b: a "b" that it is given in the second semester;
- c: a "c" indicates a summer seminar given abroad;
- D: a "D" indicates an intensive language course.

Where no letter follows the number of the course, the course is a full year course, and credit is not given for a single semester. Credit is not granted for the first semester only of an introductory language course.

- [ ] Courses in brackets will be omitted during the current year

All cross-listed courses are shown with the three-letter designation of the home department or program, or the assigned interdepartmental designation, where they are fully described.

### Course Schedules

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

The phrase "to be announced" at the end of a course description refers to the instructor's name.

- dem.: demonstration course
- lab.: laboratory
- lec.: lecture
- sect.: section
- dis.: discussion

- ( ) A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice
- (C): The Department of History uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): In the same department an "L" in parentheses is used to designate lectures that are unrestricted as to size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The Departments of Dance and Theatre use an "L" to designate that enrollment is limited;
- P: In these same departments, a "P" indicates that permission of the instructor is required.
- AP: Advanced Placement. See p. 87
- SU: Satisfactory Unsatisfactory. See p. 87.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § Director of a Junior Year Abroad
- 1 appointed for the first semester
- 2 appointed for the second semester



## Departmental Major and Minor in Afro-American Studies

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### Associate Professors

**\*\***John C. Walter, Ph.D., Chair, *first semester*  
Johnnella E. Butler, Ed.D., Chair, *second semester*

**\***Charles Cutler, Ph.D. (Spanish & Portuguese and Afro-American Studies)  
Chezia Thompson-Cager, D.A. (Afro-American Studies and Theatre)

### Adjunct Associate Professor

<sup>1</sup>Carolyn Jacobs, Ph.D.

### Assistant Professor

Alice J. Smith, Ph.D.

### Professor of Ethnic Studies

(at Amherst College under the Five College Program)  
Pearl Primus, Ph.D.

### Visiting Associate Professor (at Hampshire College)

<sup>1</sup>Reinhard Sander, Ph.D.

### Visiting Lecturer

John Pemberton III, Ph.D.

An intermediate course in Afro-American studies and permission of the instructor are requirements for entering seminars. Students majoring or minoring in Afro-American studies must take 101a or b.

#### 101a, [101b] Introduction to Black Studies

An introduction to the unidisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts, and the social, political, cultural, and economic experience of people of African ancestry, focusing on the United States. Writing and research methods emphasized.

4 credits

*Johnnella Butler*

M W F 1–2 p.m.

#### 200a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward

an understanding of the aesthetic criteria of Afro-American literature.

4 credits

*Johnnella Butler*

M W F 2:10–3 p.m.

#### 201a The Literature of French-Speaking African and Caribbean Peoples in Translation

An examination of the cultural, social, and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry, and drama from the early part of the 1900s to the present. Offered in alternate years.

4 credits

*Alice Smith*

T Th 3–4:50 p.m.

#### [212a Culture and Class in the Afro-American Family]

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to

the influence of historical, cultural, structural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy. To be offered in 1988–89.  
4 credits

#### **SOC 213b Ethnic Minorities in America**

#### **THE 214b Black Theatre**

#### **[217a, 217b History of the Afro-American Woman and the Feminist Movement, 1830 to Present]**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. To be offered in 1988–89.  
4 credits

#### **218b Ethnicity and Women's Writing**

An investigation of the relationship between ethnicity and race, gender, and class in ethnic American women's literature. Beginning with the conceptual framework established by both the literature and the literary criticism of Afro-American women's literature, the course examines the expressions and functions of ethnicity and identifies the conceptual framework in literature by Afro-American, Asian American, Native American, Hispanic American, and selected Euro-American (including Anglo-American) women writers. Prerequisite: Freshmen must be interviewed and obtain the approval of the instructor. Offered in alternate years.

4 credits

*Johnnella Butler*

To be arranged (either M W F 1–2 p.m. or T Th 9:30–10:50 a.m.)

#### **[SOC 218a Urban Sociology]**

#### **GOV 225a Government and Politics of Sub-Saharan Africa**

#### **229b African Religion and Art: The Yoruba of Southwestern Nigeria (E)**

An inquiry into traditional African religion and art with special consideration given to the ritual and festival context of the visual and performing arts. The course of study will focus on the religion and art of the Yoruba people of southwestern Nigeria, whose culture, which dates to the eleventh century, finds expression in a variety of subgroups with their own distinctive histories and modes of religious and artistic expression. For purposes of comparative analysis, attention will also be given to the religious concepts and practices and the artistry of a number of other African peoples: the Dogon, Asante, Igbo, and Benin of West Africa, and the peoples of Zaire and Central Africa. To be offered once only.  
4 credits

*John Pemberton*

T Th 9:30–10:50 a.m.

#### **ANT 231b Africa: A Continent in Crisis**

#### **237b Major Black Writers: Fiction**

Survey of Afro-American fiction with concentration on the novel.

4 credits

*Johnnella Butler*

T Th 3–4:50 p.m.

#### **238b Afro-Brazilian Literature and Film**

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance, and music. Movements and individual figures include the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; poets of the Rio de Janeiro and São Paulo Black Brazilian fronts. Films to be studied: *Black Orpheus*, *Barravento*, *Ganga*

*Zumba, Macunaíma, The Amulet of Ogum, and Tent of Miracles.*

Showings M 7-9 p.m., T 3-4:50 p.m.

4 credits

*Charles Cutler*

M W F 9:20-10:30 a.m.

**[239b The Afro-Luso-Brazilian Triangle]**

An interdisciplinary study in translation of literature and political culture in post-World War II Angola, Mozambique, Guinea-Bissau, and Cape Verde. The anti-colonial movement in Portuguese-speaking Africa, the liberation wars, the re-Africanization movement, Lusotropicalism, the African-Afro-Brazilian culture "space," and Luso-African culture in New England. Readings include the poetry of Agostinho Neto, Noemia de Sousa; prose fiction of Luandino Vieira and Jorge Amado; cultural writings of Paulo Freire, Gilberto Freire, Amílcar Cabral, Eduardo Mondlane, and Abdias do Nascimento; also the African films of Rui Guerra and Glauber Rocha. To be offered in 1988-89.

4 credits

**PHI 240a Philosophy and Women****241b Comparative Black Poetry: Major Women Poets**

Modern and contemporary poetry from African and African-American cultures. A comparative study of the aesthetics of the poetry of peoples of African ancestry.

4 credits

*Alice Smith*

T Th 3-4:50 p.m.

**CLT 244a Colonialism and Caribbean Identity***Reinhard Sander***PPL 250b Race and Public Policy in the United States (E)****[270a The History of the South since the Civil War]**

Topics include Reconstruction and its aftermath, the Populist revolt, disfranchisement and segregation, reimposition of white supremacy, the New South, the literary

renaissance, the impact of depression and war, industrialization, desegregation, the struggle for civil rights, and the concept of the New South. To be offered in 1988-89. 4 credits

**DAN 274a Dance Ritual and Myth in African Societies (E)****[277a The Jazz Age]**

An interdisciplinary study of the Afro-American and Anglo-American currents that flowed together in the Roaring Twenties. The politics of "normalcy," the economics of margin, the Harlem Renaissance, suffragism and social feminism, the literature of indulgence and confusion, the transformation of race relations, and the cultural influence of jazz. Recommended background: a survey course in Afro-American history, American history, or Afro-American literature. Limited to 45. Not open to freshmen. To be offered in 1988-89.

4 credits

**278a The Sixties in America: Conflict, Confrontation, and Concession**

An interdisciplinary study of the period from 1960 to 1972, the end of the first Nixon presidency. Identification and analysis of the Afro-American cultural and white politico-cultural movements that collided in the period now called "The Second Reconstruction," "The Civil Rights Era," or even "The Elvis Decade." The politics of confrontation and civil disobedience, the economics of "guns and butter," the literature of conflict and angst, the polarization of the arts, and the transformation of race relations. The role of Rock, the influence of domestic politics on foreign relations, and the "New" Women's Movement. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45. Not open to freshmen.

4 credits

*John Walter*

T Th 1-2:50 p.m.

**286b History of Afro-American People**

An examination of the broad contours of the history of the Afro-American in the



United States. Consideration of the cosmology of the West Africans, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; protest philosophies of W.E.B. DuBois, Booker T. Washington, and Marcus Garvey; the tactics of A. Phillip Randolph, Martin Luther King, Jr., Malcolm X, and Shirley Chisholm.

4 credits

*To be announced*

To be arranged

The following courses are open to qualified juniors and seniors. Permission of the instructor is required.

### 301a, 301b Special Studies

Required for senior majors.

4 credits

### THE 314a Masters and Movements in Drama: Contemporary African Drama

### GOV 320a Seminar in Comparative Government

### 321a Seminar: Afro-American Folk Culture

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept, and the artistic image as related to cultural and political forces within the popular culture.

4 credits

*Chezia Thompson-Cager*

Th 7:30–9:30 p.m.

### 326a The Sociocultural Development of the Afro-American Woman

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended back-

ground in Afro-American history or literature.

4 credits

*Carolyn Jacobs*

T Th 9:30–10:50 a.m.

### [348a Colloquium: The Literature of the Black Woman]

Critical examination of the creative and analytical writings of women of African ancestry through literature and oral testimony. Prerequisite: 200a, 237a or b, or permission of the instructor. Enrollment limited to 20. To be offered in 1988–89.

4 credits

### 369a Seminar: Blacks and American Law

Selected topics in Black legal history. Historical continuity for the changing relationship between American jurisprudence and Black Americans between 1640 and 1986. Statutory and case law that determined the role of Blacks in American society, and the use of the law by Blacks to gain civil and personal rights in society. Prerequisite: 216a, 286a, GOV 100, or a course in American history.

4 credits

*John Walter*

W 7:30–9:30 p.m.

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232, 332; ECO 230b; EDC 200b; [GOV 310b]; HST 113a, 113b, 266a, 267b, 271a, [272a], 273b, 275a, 276b; SOC 305a.

## The Major

**Advisers:** Johnnella Butler, Chezia Thompson-Cager, John Walter.

**Advisers for Study Abroad:** Chezia Thompson-Cager, John Walter.

Basis: 101a or b.

Requirements: 10 semester courses, in addition to the introductory course, as follows:



1. General concentration. Four 200-level courses. Courses at the 300 level may also be used where appropriate.
2. Advanced concentration. Five courses in one area, three of which must be in a particular discipline or field within that area.
3. 301a or b: Special Studies (Required for majors in junior or senior year.)

Either an independent study of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser; or fieldwork in the form of (1) course-related work in local communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3) study and work abroad (e.g., West or East Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Committee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

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## The Minor

**Advisers:** Johnnella Butler, Chezia Thompson-Cager, John Walter.

**Basis:** 101a or [101b], and 200a or 286b.

**Requirements:** In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social, and literary study of the Afro-American woman.

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## Honors

**Director:** John Walter.

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

**Requirements:** the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

## Interdepartmental Major in American Studies

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Neal E. Salisbury, Ph.D., Professor of History and Director of the  
American Studies Program

Mark Kramer, M.A., Writer in Residence

Marc Pachter, Ph.D., Lecturer in American Studies

<sup>1</sup>Kevin Sweeney, Ph.D., Assistant Professor  
(at Smith College under the Five College Program)

<sup>1</sup>Richard Todd, B.A., Visiting Lecturer

<sup>1</sup>Barry O'Connell, Ph.D., Visiting Lecturer

### American Studies Committee

Robert Averitt, Ph.D., Professor of Economics

Johnella E. Butler, Ed.D., Associate Professor of Afro-American Studies

Susan B. Carter, Ph.D., Associate Professor of Economics

Stanley M. Elkins, Ph.D., Professor of History

Donald Leonard Robinson, M.Div., Ph.D., Professor of Government

\*Peter Isaac Rose, Ph.D., Professor of Sociology & Anthropology

Susan Grigg, Director of the Sophia Smith Collection and the College Archives  
and Lecturer in History

Richard Fantasia, Ph.D., Assistant Professor of Sociology

Richard J. Parmentier, Ph.D., Assistant Professor of Anthropology

\*\*Thomas A. Riddell, Ph.D., Associate Professor of Economics

Lisa Reitzes, M.A., Instructor in Art

Susan R. Van Dyne, Ph.D., Associate Professor of English Language and Literature

This major offers an opportunity to explore American culture, its origins, development, and contemporary manifestations. Prospective majors should take History 113a and b. In addition, it is recommended that they take a semester course in European history, American government, and literature (English, American, or Afro-American) before their junior year.

### 201b Introduction to the Study of American Society and Culture

Formerly 200a. An intensive examination of the processes by which the United States became an industrial nation with a distinctive society, economy, and culture, during the first half of the nineteenth century: structural changes in economic activity; evolution toward a modern governmental

and political system; changing patterns of race, class, and sexual relationships; artistic and literary expression in both learned and popular culture. Limited to American studies majors. Normally taken in the second semester of the sophomore year. Prerequisite: HST 113a or the equivalent, or permission of the director.

4 credits

*Stanley Elkins (History)*

M W 9:20–10:30 a.m.; T Th 9:30–10:50 a.m.

### [202a Introduction to the Study of American Society and Culture]

Formerly 200b. Similar to 201b, except that the focus is on the period 1865–1900. Limited to American studies majors. May be taken before 201b with the permission of the director. Prerequisites: HST 113b or the

equivalent, AMS 201b, or permission of the director. To be offered in 1988–89.

4 credits

### 210a Introduction to New England Studies

An interdisciplinary overview of New England as an American region. Emphasis on New England history as a series of landscapes, both physical and cultural, which its inhabitants have sought to mold and to understand. The course will include weekly guest lectures by faculty members in the humanities, social sciences, and sciences, as well as several field trips. Prerequisite: HST 113a or the equivalent, or permission of the instructor.

*Neal Salisbury, Director*

4 credits

*To be announced*

T 3–4:50 p.m., W 3:10–4 p.m.

### 220a, 220b Colloquia in American Studies

Each colloquium focuses on an interdisciplinary topic in American studies. Open to all students except freshmen; not limited to those majoring in American studies. Enrollment limited to 20.

4 credits

*Members of the Faculty*

#### 220a Colloquium

##### A. American Philosophy in a Social Context

The Great Awakening, Darwinism in America, the Pragmatists, Margaret Sanger's philosophy, today's moral problems and dilemmas. Short weekly papers and a term project.

*Kathryn Pyne Addelson (Philosophy)*

T Th 9:30–10:50 a.m.

#### 220b Colloquium

##### A. Women's Culture

Debates about the forms and meanings of women's culture in selected American contexts in the nineteenth and twentieth centuries, including women's experience in the family, women's colleges, the workplace. Case studies will include historical

documents and literature by black women and white women.

*Susan Van Dyne*

M W F 9:20–10:30 a.m.

### 250a, 250b Writing About American Social Issues

An examination of contemporary American issues through the works of such literary journalists as John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford, and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. Enrollment limited. Admission by permission of the instructor.

4 credits

250a: *Richard Todd*, T 3–4:50 p.m.

250b: *Mark Kramer*, M 7:30–9:30 p.m.

### 301, 301a, 301b Special Studies

Admission by permission of the instructor and the director.

4 credits

### 302a Seminar: The Material Culture of New England, 1630–1830

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history. Enrollment limited.

4 credits

*Kevin Sweeney*

M 2–4 p.m.

### 340b Symposium in American Studies

Limited to senior majors.

4 credits

*Neal Salisbury*

Th 3–4:50 p.m.

## Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials

relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a research project under the supervision of a Smithsonian staff member. The program is worth 8 credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion, and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) should consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

### **310a Tutorial on Research Methods at the Smithsonian**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C.  
*Donald Robinson, Director*  
4 credits

### **311a Seminar: Telling Lives: Twentieth-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to

history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.  
4 credits

*Marc Pachter*

### **312a Research Project at the Smithsonian Institution**

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.  
*Donald Robinson, Director*  
8 credits

## **The Major**

**Advisers:** Robert Averitt, Johnnella Butler, Susan Carter, Stanley Elkins, Richard Fantasia, Richard Parmentier, Lisa Reitzes, Thomas Riddell, Donald Robinson, Peter Rose, Neal Salisbury, Susan Van Dyne.

**Requirements:** 12 semester courses, as follows:

1. History 113a and 113b, or the equivalents.
2. AMS 201b (formerly 200a) and [202a] (formerly 200b).
3. Seven courses in the American field, at the intermediate level or above, distributed as follows:
  - (a) for a concentration in *arts and letters*: five courses in art, literature, Afro-American studies, and/or history; and two courses in the social sciences;
  - (b) for a concentration in *political economy*: five courses in economics, government, sociology and/or history; and two courses in literature or art;
  - (c) for a concentration in *cultural studies*: seven courses from several departments (those represented in (a) and (b) above, or such others as education or religion) that offer courses in the American field, encompassing both humanities and social sciences.



At the time of declaring an American studies major, each student will work out, with the help of her adviser, a plan for fulfilling this third requirement, together with a rationale for her choices. These plans may be revised with the approval of the adviser.

4. AMS 340b.

N.B. No course counted toward another major may be counted toward a major in American studies. The S/U grading option is not allowed in courses counted for the major (except AMS 310a). For a list of courses counting toward the major, consult the *Handbook for American Studies Majors*, revised annually and available at the American studies office.

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## Honors

Director: Neal Salisbury.

### 501a Thesis

8 credits

Requirements: the same as those for the major, except that a thesis (501a) will be substituted for one of the ten required courses. The program must include at least one seminar (in addition to 340b) in the American field, and an oral honors examination.

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## Diploma in American Studies

Director: Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: AMS 455a and b (special seminars for Diploma students only), four other courses in American studies or in one or more of the cooperating disciplines, and a long paper.

### 455a Seminar: American Society and Culture

For Diploma students only. Topic for 1987–88: Problems in Race, Class, and Culture, Pre-Columbian Times to 1880. 4 credits

*Barry O'Connell*

W 7:30–9:30 p.m.

### 455b Seminar: American Society and Culture

For Diploma students only. Topic for 1987–88: Social and Political Issues since 1880. 4 credits

*Peter Rose*

M 7:30–9:30 p.m.

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## Interdepartmental Major in Ancient Studies

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### Adviser

Justina Gregory, Associate Professor of Classics

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Basis: [GRK 111D] or LAT 111 or 111Db (or the equivalent); HST 101a. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK 212a, [212b], [324b], 325a, [336a], LAT 212a, 212b, 214a, 214b, [333b], 335b, 336a; two from HST 202b, 204a, 205b; and three chosen from ART [211a], [212a], [215a], 310a, 315a, GOV 260a, PHI 124b, REL [185], 210a, 220a, [235a], 285a, 287a, 312b, 382b, ANT 131a, and ARC 201a.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see page 143), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

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## Honors

**Director:** Justina Gregory.

### 501a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

Departmental Major and Minor  
in  
**Anthropology**  
(in the Department of Sociology and Anthropology)

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**Professors**

- <sup>\*\*</sup>Elizabeth Erickson Hopkins, Ph.D.  
<sup>\*\*</sup>Myron Peretz Glazer, Ph.D., *Acting Chair*  
*(first semester)*

**Associate Professors**

- <sup>\*</sup>Arthur Shattuck Parsons, M.C.P., Ph.D.,  
*Chair (second semester)*  
<sup>\*</sup>Karen Pfeifer, Ph.D. (Economics)  
 Frédérique Apffel Marglin, Ph.D.
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**Assistant Professors**

- Richard J. Parmentier, Ph.D.  
 Donald Joralemon, Ph.D.

**Assistant Professor (at Amherst College under the Five College Program)**

- Linda S. Lewis, Ph.D.

**Visiting Lecturer**

- <sup>\*</sup>Ralph Faulkingham, Ph.D.
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Students are strongly encouraged to complete ANT 130a or b before enrolling in intermediate courses. Freshmen must have permission of the instructor for courses above the introductory level.

**130a Introduction to Cultural Anthropology**

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, India, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies.

4 credits

*Richard Parmentier*

M W 10:40–11:50 a.m.

*Frédérique Marglin*

T 11–11:50 a.m., Th 9:30–11:50 a.m.

*Donald Joralemon*

W F 10:40–11:50 a.m.

**130b A repetition of 130a**

4 credits

*Donald Joralemon*

W F 9 20–10:30 a.m.

*Frédérique Marglin*

T 11–11:50 a.m., Th 9:30–11:50 a.m.

**131a Human Evolution**

The physiological, social, and ecological premises of human behavior. Primate social and communication systems. The biology of human language. The cultural and physical development of our species from the Australopithecines to the initial empires of the Near East and the Americas. The prospects for modern technology.

4 credits

*Elizabeth Hopkins*

M W 10:40–11:50 a.m.

**231b Africa: A Continent in Crisis**

Traditional Sub-Saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing roles of women, urbanization, ethnicity, and national identity.

4 credits

*Ralph Faulkingham*

Th 3–4:50 p.m.

**232a Politics in Non-Western Societies**

The nature of political behavior and the political process. The biology of domination. Survey of traditional political institutions, values, and strategies from the hunting band to the African state and the Inca Empire. Nationalism, political change

and protest in the Third World. Particular emphasis on sub-Saharan Africa and the native Americas.

4 credits

*Elizabeth Hopkins*

T 3–4:50 p.m. and additional hour for films

### 234b Communication in Culture

The structure and function of discourse, artistic expression, and mass media in sociocultural context. Topics include the nature of human communication, functions of language, the relationship between visual and auditory signs, writing and historical awareness, and manipulation of consciousness by advertising and television.

4 credits

*Richard Parmentier*

M 7–9:30 p.m.

### 235a Ritual and Myth

Rituals of the life cycle, such as birth, initiation, and death, with particular attention to women's rituals and myths about goddesses and other females in several non-Western cultures both contemporary and historical. Ritual and ritual theatre in the cultural politics of various groups in the United States. Field observation is encouraged.

4 credits

*Frédérique Marglin*

T 1–2:50 p.m., Th 1–2 p.m.

### 236b Economic Anthropology

An introduction to the theories and methods of economic anthropology. Systems of production, consumption, and distribution in traditional kin-ordered societies, chiefdoms, archaic states, and contemporary peasant societies. The “peasantization” of rural, Third-World populations and their role in the world market economy. Contributions of Neo-classical and Marxist orientations to the anthropological analysis of non-Western socioeconomic systems.

4 credits

*Karen Pfeifer*

M W F 10:40–11:50 a.m.

### 237b Native South Americans: Contact and Conquest

The differential impact of European conquest on tropical forest, Andean, and sub-

Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination

4 credits

*Donald Joralemon*

T Th 9:30–10:50 a.m.

### 240a History of Anthropological Theory

The history of anthropological ideas and practices from the nineteenth century to the present. Topics include social evolutionism, French and British structuralism, culture and personality, cultural materialism, ethnohistory, Marxist analysis, and symbolic anthropology. Prerequisite: 130a or b or 131a or permission of the instructor.

4 credits

*Richard Parmentier*

W 7–9:30 p.m.

### 241b Development and Threatened Cultures

The problems facing small, relatively isolated societies at the frontiers of the developing world. The course will focus on case studies of societies from different parts of the world. These case studies will be chosen to illustrate different responses—ranging from extinction to accommodation—to the encounter with “modernizing” forces.

4 credits

*Frédérique Marglin*

T 1–2:50 p.m., Th 1–1:50 p.m.

### 242b Psychological Anthropology

The anthropological study of problems in psychological and psychiatric theory, including the nature of “primitive” thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought.

4 credits

*Donald Joralemon*

T 11–11:50 a.m., Th 3–4:50 p.m.



**244b The Cross-Cultural Construction of Gender**

The meaning of "male" and "female" in several cultures from different areas of the world. Issues addressed will include the nature/culture dichotomy, cultural constructions of female power, and the universality of male dominance.

4 credits

*Frédérique Marglin*

W 2:10–4 p.m., Th 2–2:50 p.m.

**[245a Language, Symbol, and Meaning: Explorations in Semiotic Theory]**

The analysis of theories of culturally created systems of meaningful signs and symbols. Focus on perspectives from structural linguistics, pragmatic philosophy, and functional aesthetics. Topics include the nature of the sign, the structure of semiotic codes, the relationship between linguistic and non-linguistic systems, and the analysis of poetry, visual art, and literary textuality. To be offered in 1988–89.

4 credits

**247a Korean Society (E)**

An introduction to Korean society in a comparative East Asian context. Beginning with an examination of traditional Korean culture, the course focuses on aspects of modern Korean society and its social, political, and economic organization. Material from historical, literary, and ethnographic sources is used in considering patterns of continuity and change. Although the emphasis is on the Korean cultural experience in contemporary South Korea, its manifestations in North Korea, Japan, and the United States also will be discussed. To be offered once only.

4 credits

*Linda Lewis, Assistant Professor of Anthropology (at Amherst College under the Five College Program)*

M 1–2:50 p.m., W 1–1:50 p.m.

**248a Medical Anthropology**

The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special

attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States.

4 credits

*Donald Joralemon*

W F 9:20–10:30 a.m.

**SOC 250b Theories of Society****332a Seminar: The Dynamics of Change: Traditional Identity and Modernization in the Third World**

The impact of European political and economic expansion since the sixteenth century. Factors in the transformation or tenacity of traditional institutions and values with particular reference to the pressures of modernization, the changing roles of women, Christianity and sectarian protest, and strategies of resistance and evasion in the national arena. Case studies will focus on sub-Saharan Africa and the native Americas.

4 credits

*Elizabeth Hopkins*

M 7:30–9:30 p.m.

**[333a Seminar: Politics of the Supernatural]**

The exploration of the supernatural as an instrument of political action. Comparative survey of witchcraft, cults, and sectarian Christianity as vehicles of protest and change. Selected case studies from Africa, the native Americas, Europe, and contemporary America. To be offered in 1988–89.

4 credits

**334b Kinship in the Structure of Society**

In contrast to the extensive institutional differentiation of complex industrialized societies, many "traditional" non-Western societies are characterized by an integrating social structure based on kinship relations that organizes diverse cultural domains such as ritual, political organization, cosmology, economics, and leadership. This course compares several ethnographic case studies exemplifying important variants of social structure found in Africa, Oceania, North America, Australia, Southeast Asia,

Indonesia, and India. Prerequisite: ANT 130a or b or permission of the instructor.  
4 credits  
*Richard Parmentier*  
W 7-9:30 p.m.

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## General Courses

**350, 350a, 350b Special Studies**  
By permission of the department, for junior and senior majors.  
4 credits

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## The Major

**Advisers:** Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Richard Parmentier.

**Adviser for Study Abroad:** Richard Parmentier.

**Requirements:** 10 semester courses above the basis.

**Required courses:** 130a or b or 131a (basis), 240a, one anthropology seminar, and four additional courses in anthropology. Of the remaining four courses, two must be in anthropology or sociology; two may be in the department or in other departments with the approval of the adviser.

Majors may spend the junior year abroad if they meet the college's requirements. Students planning to major in the department and to spend the junior year abroad should take at least one but preferably two semester courses in the major during the sophomore year.

Students majoring in anthropology are encouraged to consider a fieldwork program at a university or academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Dahomey, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Majors concentrating on

archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts.

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## The Minor

**Advisers:** Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Richard Parmentier.

**Basis:** 130a or b or 131a.

**Requirements:** in addition to the basis, five elective courses are required, one of which must be either ANT 240a or a seminar.

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## Honors

**Director:** Richard Parmentier.

**Basis:** 130a or b.

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

**Requirements:**

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (501 or 501a) written during either the first semester or both semesters of the senior year.
3. An oral examination on the thesis.

## Interdepartmental Minor in Archaeology

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### Advisers

George Armelagos (Professor of Anthropology, UMass)

\*\*John Betlyon, Associate Professor of Religion & Biblical Literature. *Director, first semester*

H. Allen Curran, Professor of Geology

Bruce Dahlberg, Professor of Religion & Biblical Literature. *Director, second semester*

Karl Donfried, Professor of Religion & Biblical Literature

Justina Gregory, Associate Professor of Classical Languages & Literatures

Elizabeth Hopkins, Professor of Sociology & Anthropology

†Caroline Houser, Associate Professor of Art

Arthur Keene (Associate Professor of Anthropology, UMass)

Barbara Kellum, Assistant Professor of Art

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The program in archaeology is an interdepartmental complement to departmental majors. Students may elect the program in archaeology to enhance their work in any discipline, particularly in art, history, anthropology, religion, or classics. Archaeological methods will be applied to various disciplines and will aid the student in developing her analysis of information and data within these related fields.

### 201a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from art history, religion, anthropology, history, classics, and Near Eastern studies. Students will consider archaeological method and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historical, historical, and more contemporary human life. To be offered in the fall of each year.

4 credits

*John Betlyon*

M W F 1-2 p.m.

[REL 277b Native American Religion in the Desert Southwest: An Archaeological Study in Sacred Space (E)]

### 301a, 301b Special Studies

By permission of the Advisory Committee, for junior or senior minors.

4 credits

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## The Minor

Requirements: a total of six courses, as outlined below:

1. ARC 201a, Introduction to Archaeology, is required of all minors.
2. Fieldwork is normally required. Students may elect REL 222c, Excavation of Tel el-Hesi in Israel, or another field experience approved by the Advisory Committee on the Interdepartmental Program in Archaeology. Credit for academically approved fieldwork will count as one of the required six courses for the minor and may count toward work done in one of the two concentrations.
3. Four courses are to be chosen from one of two track concentrations: classical and Near Eastern archaeology or anthropological archaeology. No more than two courses in any single department may be counted toward the major.

a. Classical and Near Eastern Archaeology:	375	South American Archaeology
[ART 210b Art of Egypt and the Aegean Bronze Age]	397	Survey Archaeology (I)
ART 211a The Art of Greece	397	Archaeology and History of the Andes (II)
[ART 212a The Art of Rome]	[421	Prehistoric Cultural Ecology]
[ART 214b Greek Sculpture]		
[ART 215a Ancient Cities and Sanctuaries]	[481	Research Methods in Anthropology]
ART 216a Greek Vase Painting (E)	525	Archaeology and Law
ART 310a Studies in Greek Art	577	Archaeological Field School (summer session)
ART 315a Studies in Roman Art		
GRK 111* Elementary Greek		
[GRK 111D Intensive Elementary Greek]	597	Special Topics: a: Environmental Archaeology b: Historical Archaeology
LAT 111* Elementary Latin		
LAT 111Db* Intensive Elementary Latin	649	European Prehistory
HST 101a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.–A.D. 325	4.	A final course, ARC 301a or b, may be elected for Special Studies. Advisers for Special Studies will come from the Advisory Committee. This course may count toward either of the two tracks, as appropriate.
HST 204a The Roman Republic		
HST 205b The Roman Empire		
HST 207a Islamic Civilization to the Fifteenth Century		
[REL 185* Biblical Hebrew]		
REL 225a The Mediterranean World of the Early Christian Apostles		
REL 312b Archaeology in Biblical Studies		
b. Anthropological Archaeology:		
ANT 131a Human Evolution		
REL 312b Archaeology in Biblical Studies; and the following courses within the Department of Anthropology at the University of Massachusetts, Amherst:		
150 Ancient Civilization		
[208 Human Ecology]		
[220 Research Techniques in Physical Anthropology]		
325 Analysis of Material Culture		
[337 Meso-American Archaeology]		
368 Old World Prehistory		
369 North American Archaeology		

\* Intensive and full-year language courses are strongly recommended; only one semester's credit from language work may count toward the requirements for the minor (although LAT 111D, LAT 111, GRK 111, and [REL 185] are either full-year courses or the equivalent and receive two semesters' credit toward the degree).



## Departmental Major and Minors in Art

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### Professors

Charles Scott Chetham, Ph.D.

Elliot Offner, M.F.A.

Helen E. Searing, Ph.D.

†Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

†John Pinto, Ph.D.

### Kennedy Professor in the Renaissance

<sup>1</sup>Hendrik W. van Os, Ph.D.

### Associate Professors

Chester J. Michalik, M.F.A., *Chair*

Gary L. Niswonger, M.F.A.

Jaroslav Volodymyr Leshko, Ph.D.

<sup>1</sup>Susan Heideman, M.F.A.

†Caroline Houser, Ph.D.

Dwight Pogue, M.F.A.

Craig M. Felton, Ph.D.

### Assistant Professors

\*A. Lee Burns, M.F.A.

Barbara A. Kellum, Ph.D.

\*\*Janis Theodore, M.F.A.

Stephen Petegorsky, M.F.A.

C. Stanley Lewis, M.F.A.

Arnold W. Klukas, Ph.D.

### Instructor

Lisa B. Reitzes, M.A.

### Lecturers

Ruth Mortimer, M.S.

Richard Joslin, M.Arch.

<sup>2</sup>Gwen Fabricant, B.A.

### Adjunct Lecturer

Ann Sievers, A.M.

### Visiting Lecturers

<sup>2</sup>Shavaun Towers, M.L.A.

<sup>1</sup>Diana Buitron-Oliver, Ph.D.

<sup>1</sup>Louisa McDonald, Ph.D.

Many courses are offered in alternate years, and students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) have limited enrollment. Students who wish to take such a course and have fulfilled the prerequisites should, during advising week, place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find that courses in literature, philosophy, religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages,

especially German, Italian, and French, is recommended for historical courses. BIO 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

Majors who have received Advanced Placement but do not pass the ART 100 exemption exam are expected to take ART 100 and are not expected to use their Advanced Placement credit for the major.

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## A. Historical Courses

### 100 History of Western Art

Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Both semesters must be completed in order for credit to be given. Art majors are expected to take this course for a letter grade. *Craig Felton, Director.*

8 credits

*Members of the Department*

M W F 10:40–11:50 a.m.

### [202b The History of City Planning and Landscape Design]

A survey of changing attitudes toward the form, structure, and symbolic image of cities and gardens in the West from classical antiquity to the Industrial Revolution. The effects of practical concerns and theoretical ideals on urban design traced through the study of specific examples and texts. The formal landscape of gardens, villas, and parks is also emphasized, with attention to related aspects of architecture, painting, and literature. Prerequisite: 100 or permission of the instructor. Offered in alternate years. To be offered in 1988–89.

4 credits

### 205b Great Cities

The fabric and image of the city seen in planning, architecture, and the works of artists and writers. Attention to the city as an ideal and an example, dealing with it from its foundation to the present, though major periods are emphasized. Prerequisite: 100. Topic: Amsterdam and Vienna.

4 credits

*Helen Searing*

M W F 1–2 p.m.

### [207a The Art of China]

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 208a. To be offered in 1988–89.

4 credits

### 208a The Art of Japan

The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207a.

4 credits

*Louisa McDonald*

T Th 9:30–10:50 a.m.

### 209b Etruscan Art

An examination of the forms of painting, sculpture, and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The "irregularities" of Etruscan art, its relation to Greek art, and the questions it poses to our conception of the canon of western art are explored. Offered in alternate years.

4 credits

*Barbara Kellum*

T Th 8–9:20 a.m.

### [210b The Art of Ancient Egypt and the Aegean Bronze Age]

The architecture, sculpture, painting, and minor arts of Egypt and of Cyclades, Crete, and the Greek mainland between 3000 B.C. and 1000 B.C. The course will consider the rediscovery of the art of these civilizations in modern times and the modern interpretations of the art. The course will include museum trips. To be offered in 1988–89.

4 credits

### [211a The Art of Greece]

Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. To be offered in 1988–89.

4 credits

### [212a The Art of Rome]

A consideration of the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political, and religious environment that pro-

duced them. Offered in alternate years. To be offered in 1988–89.

4 credits

### [213b The Art of India]

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period, and the Mughal-Rajput period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions. Offered in alternate years. To be offered in 1988–89.

4 credits

### [214b Greek Sculpture]

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. To be offered in 1988–89.

4 credits

### [215a Ancient Cities and Sanctuaries]

A study of selected Egyptian, Greek, and Roman sites as revealed by archeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. Offered in alternate years. To be offered in 1988–89.

4 credits

### 216a Greek Vase Painting (E)

Study of Greek vase painting from the tenth through the fifth century B.C., with emphasis on Attic black- and red-figure in the archaic and classical periods. Attention will be paid to the individual styles of the painters and to their workshop connections in the Kerameikos, as well as to the subject matter depicted on vases as it reveals historical, religious, and social aspects of the period. The course will include museum trips.

4 credits

*Diana Buitron-Oliver*

T Th 11–11:50 a.m. and a third hour to be arranged

### [HST 218b Thought and Art in the Sung Dynasty (E)]

### 221a Early Medieval Art

Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Recommended background: 100. Offered in alternate years.

4 credits

*Arnold Klukas*

M W F 2:10–3 p.m.

### [222a Romanesque Art]

Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth century with emphasis on England, France, Germany, and Spain. Recommended background: 100, or 221b. Offered in alternate years. To be offered in 1988–89.

4 credits

### [224b Gothic Art]

Architecture, sculpture, and painting from the mid-twelfth through the fourteenth century with emphasis on France, England, and Germany. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.

4 credits

### FLS 231a Great Directors: Alfred Hitchcock

### 231b Northern European Art of the Fourteenth and Fifteenth Centuries

Sculptural and pictorial imagery in the late middle ages with special consideration of early Netherlandish panel painting from Jan van Eyck to Bosch. Recommended background: 100. Offered in alternate years.

4 credits

*To be announced*

M W F 2:10–3 p.m.

### [233a Italian Fifteenth-Century Art]

The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.

4 credits



**[234a Renaissance Architecture]**

A survey of architectural theory and practice in Italy between 1400 and 1600. Major monuments of Renaissance architecture in France, Spain, and England will be examined as well. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.  
4 credits

**[235b Italian Sixteenth-Century Art]**

Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.  
4 credits

**241a Baroque Art**

Major works of painting and sculpture of the seventeenth century, especially in Italy, France, and Spain, will be emphasized. Recommended background: 100. Offered in alternate years.  
4 credits  
*Craig Felton*  
M W F 9:20–10:30 a.m.

**[242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries]**

Special consideration given to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting. Offered in alternate years. To be offered in 1988–89.  
4 credits

**243b Art of the Spanish Habsburgs**

From Charles V, Holy Roman Emperor (Charles I of Spain), in the mid-sixteenth century to Charles II, the last of the line, at the end of the seventeenth century; a survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100. Offered in alternate years.  
4 credits  
*Craig Felton*  
M W F 9:20–10:30 a.m.

**[244b Baroque Architecture]**

Design and meaning in the architecture of Italy and other Western European countries from the later sixteenth to the early eighteenth century. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.  
4 credits

**[246a Art of the Eighteenth Century in Europe]**

Painting, architecture, and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.  
4 credits

**251a Nineteenth-Century Art**

From Goya and Jacques Louis David through the impressionist and post-impressionist painters. Recommended background: 100.  
4 credits  
*Jaroslav Leshko*  
T H 1–2:50 p.m.

**[252a History of Photography]**

A survey of photography and photographers in Europe and America. To be offered in 1988–89.  
4 credits

**[253a The Arts in America]**

The art of Colonial America and the early republic, from the seventeenth century to the Civil War, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100. Offered in alternate years. To be offered in 1988–89.  
4 credits

**254b The Arts in America**

American art and architecture from the Civil War through the 1960s. Emphasis on thematic and formal relationships among the arts and the role of the artist in American society.  
4 credits  
*Lisa Reitzes*  
M W F 1–2 p.m.



**[255a Architecture of the Nineteenth Century]**

Architecture from the late eighteenth century to the 1890s. Recommended background: 100, 202, or 280. Offered in alternate years. To be offered in 1988–89. 4 credits

**256b Contemporary Art**

Twentieth-century movements in Europe and America. Recommended background: 100 or 251a.

4 credits

*Jaroslav Lesbko*

T Th 1–2:50 p.m.

**[257b American Architecture and Urbanism]**

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100. Normally offered in alternate years. To be offered in 1988–89.

4 credits

**258a Architecture of the Twentieth Century**

Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 202, 255, 257, or 280. Offered in alternate years.

4 credits

*Helen Searing*

T Th 9:30–10:50 a.m.

**[260a The History of Graphic Arts]**

To be offered in 1988–89.

4 credits

**261a The Composition of Books**

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor. Enrollment limited to 12.

4 credits

*Ruth Mortimer*

Th 3–4:50 p.m.

**[REL 274b Japanese Buddhism and Buddhist Art (E)]****[283a The Motion Picture as Art Form (E)]**

Focuses on the theory and practice of looking. A consideration of film as a medium from the silent era to the present. Both acknowledged masterpieces and less well-known works, especially by women filmmakers, will be analyzed in visual terms. Enrollment limited. To be offered in 1988–89.

4 credits

**290a Colloquium: Architectural Studies**

Topic for 1987–88: Nineteenth-Century Architectural Theory and Design.

4 credits

*Helen Searing*

W 1–3 p.m.

**[290b Colloquium: Architectural Studies]**

Enrollment limited; admission by permission of the instructor.

4 credits

**291b Colloquium: Art Historical Methods (E)**

An examination of the work of the major theorists who have structured the discipline of art history. Prerequisite: 100. Recommended for junior or senior majors, or by permission of the instructor.

4 credits

*Barbara Kellum*

Th 3–4:50 p.m.

**301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

**[303b Problems in the History of Art]**

Recommended for senior honors students; open to senior art majors by permission of the instructor. To be offered in 1988–89.

4 credits

## Seminars

### 310a Studies in Greek Art

Topic for 1987–88: Sanctuaries in the Ancient Greek World.

4 credits

*Diana Buitron-Oliver*

Th 1–2:50 p.m.

### 315a Studies in Roman Art

Topic for 1987–88: Art and Politics in Augustan Rome.

4 credits

*Barbara Kellum*

Th 3–4:50 p.m.

### 321b Studies in Medieval Art

Topic for 1987–88: Illuminated Manuscripts—Mirrors of Medieval Culture.

4 credits

*Arnold Klukas*

Th 3–4:50 p.m.

### [331b Studies in Northern European Art]

To be offered in 1988–89.

4 credits

### 333a Studies in Italian Renaissance Art

Topic for 1987–88: Early Italian Painting.

4 credits

*Hendrik van Os*

T 1–2:50 p.m.

### 335a Museum Studies in the History of Drawings (E)

Topic for 1987–88: Curatorial Problems of Nineteenth- and early Twentieth-Century Drawings in the Museum's Collection.

Admission by permission of the instructor.

4 credits

*Ann Sievers*

M 2:10–4 p.m.

### [342b Problems in Seventeenth-Century Art]

To be offered in 1988–89.

4 credits

### [348a English Art, Architecture, and Design in the Nineteenth Century]

Emphasis on the relationships between literature, social theory, and the arts.

Normally offered in alternate years

To be offered in 1988–89

4 credits

### [351b Studies in Nineteenth-Century European Art]

Alternates with 350a or b. To be offered in 1988–89.

4 credits

### 352a Colloquium: Art and Society

Topic for 1987–88: Artists and Death.

4 credits

*Hendrik van Os*

W 1–3 p.m.

### 354b Studies in American Art

Topic for 1987–88: The Figural Tradition in American Painting, 1876 to 1976.

4 credits

*Lisa B. Reitzes*

T 1–2:50 p.m., Th 11–11:50 a.m.

### 356b Studies in Twentieth-Century Art

4 credits

*Jaroslav Lesbko*

W 2:10–4 p.m.

### 357b Introduction to Museum Problems

Topic for 1987–88: Curatorial Problems in the Museum's Photography Collection.

Admission by permission of the instructor.

4 credits

*Charles Chetham*

T 3–4:50 p.m.

### 359b Studies in Modern Architecture

Topic for 1987–88: Le Corbusier (1887–1965).

4 credits

*Helen Searing*

T 3–4:50 p.m.

### [375b Studies in Asian Art]

To be offered in 1988–89.

4 credits

## Graduate

For information about graduate work in art, application should be made to the chair of the department.

**Adviser:** Craig Felton.

#### 400 Research and Thesis

8 credits

#### 401, 401a, 401b Advanced Studies

401a or b may be taken for 8 credits

## B. Studio Courses

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ART 100 requirement in the freshman or sophomore year.

All studio courses require extensive work beyond the six scheduled class hours.

### Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20 per section. Two 100-level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor.

#### 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design.

4 credits

*Janis Theodore, Director*

*To be announced, M W 9:10–11:50 a.m.*

*Janis Theodore, T Th 9–11:50 a.m.*

*Stephen Petegorsky, T Th 1–4 p.m.*

#### 161b A repetition of 161a

*Lee Burns, Director*

4 credits

*Gwen Fabricant, M W 1–4 p.m.*

*To be announced, T Th 8–10:50 a.m.*

*Stephen Petegorsky, T Th 1–4 p.m.*

#### 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing.

4 credits

*Janis Theodore, Director*

*To be announced, M W 1–4 p.m.*

*Janis Theodore, T Th 1–4 p.m.*

*Gary Niswonger, T Th 1–4 p.m.*

#### 163b A repetition of 163a

4 credits

*Elliot Offner, Director*

*Elliot Offner, M W 1–4 p.m.*

*Dwight Pogue, T Th 1–4 p.m.*

*Stanley Lewis, W F 8–11 a.m.*

#### [171a Introduction to the Materials of Art]

An introduction to materials used in the various arts. For students not intending to major in studio art. Limited to 20.

To be offered 1988–89.

4 credits

### Intermediate Courses

Unless stated otherwise, the prerequisite for intermediate courses is two introductory courses.

#### 262b Design Workshop II

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Lee Burns*

*M W 1–4 p.m.*

#### 264a Drawing II

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Stanley Lewis*

W F 1–4 p.m.

#### 264b A repetition of 264a

Enrollment limited to 15.

4 credits

*Gary Niswonger*

T Th 8–11 a.m.

#### [265a Color]

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper, and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. To be offered in 1988–89.

4 credits

#### 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 credits

*Stanley Lewis*

W F 8–11 a.m.

#### 266b A repetition of 266a

4 credits

*Gwen Fabricant*

M W 9:10–11:50 a.m.

#### 267a Watercolor Painting

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor.

Enrollment limited to 15.

4 credits

*Susan Heideman*

M W 9:10–11:50 a.m.

#### 268a Serigraphy

Experiments in line, color, and form, using the graphic medium of silkscreen. Prerequisites: 161a or b, or 163a or b. Admission by permission of the instructor. Enrollment limited to 15.

4 credits

*Dwight Pogue*

T Th 9–11:50 a.m.

#### 271a Graphic Arts

Methods of printmaking, with emphasis on lithographic techniques. Prerequisites: 161a or b, 163a or b, or permission of the instructor. Enrollment limited to 15.

Offered in alternate years.

4 credits

*Dwight Pogue*

T Th 1–4 p.m.

#### 272a Intaglio Techniques

An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, 163a or b, and permission of the instructor. Enrollment limited to 15.

4 credits

*Gary Niswonger*

M W 1–4 p.m.

#### 273a Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 credits

*Elliot Offner*

M W 9:10–11:50 a.m.

#### 275b An Introduction to Printing

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor.

4 credits

*Elliot Offner*

M W 9:10–11:50 a.m.

#### [276b Calligraphy and Lettering]

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 16. To be offered in 1988–89.

4 credits

#### 277a Woodcut

The art of cutting images in relief in wood; printing from the woodblocks in black,



white, and colors. Prerequisites: 161a or b or permission of the instructor. Enrollment limited to 15.

4 credits

*Elliot Offner*

M W 1:20–4 p.m.

### **280a, 280b Introduction to Architecture, City Planning, and Landscape Design**

Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Prerequisite: 100.

Prerequisite for 280b is 280a. Enrollment limited to 24.

4 credits

*Richard Joslin*

M W 9:10–11:50 a.m.

### **282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisites: 161a or b, 163a or b, or permission of the instructor.

4 credits

*Chester Michalik, Director*

*Stephen Petegorsky, T Th 9–11:50 a.m.*

*Chester Michalik, W F 1–4 p.m.*

### **282b A repetition of 282a**

4 credits

*Chester Michalik, W F 9:10–11:50 a.m.*

*Chester Michalik, W F 1–4 p.m.*

## **Advanced Courses**

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

### **301, 301a, 301b Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

All students interested in a special studies in wood must first complete a non-credit course in woodworking given first semester only. The course will introduce students

to the proper use of various woodworking machines. Methods of designing will also be included. Time to be announced.

### **362a Painting II**

Advanced problems in painting, encompassing varied subject matter, spatial structures, and media. Prerequisites: 266a or b, and permission of the instructor.

4 credits

*Susan Heideman*

M W 1–4 p.m.

### **362b Painting II**

*Stanley Lewis*

W F 1–4 p.m.

### **368b Offset Printmaking**

Printmaking using the flat-bed press, with emphasis on monotype. Prerequisites: at least one of the following: 266a or b, 267a, 268a, 271a, 272a, or 275a or b. Admission by permission of the instructor. Enrollment limited to 12.

4 credits

*Dwight Pogue*

T Th 9–11:50 a.m.

### **372b Graphic Arts II**

Advanced study in printmaking, with emphasis on etching or lithography. Emphasis alternates yearly. Topic for 1987–88: Lithography. Prerequisites: 271a or 272a, or permission of the instructor. Enrollment limited to 15.

4 credits

*Gary Niswonger*

M W 8–11 a.m.

### **374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor.

4 credits

*Lee Burns*

M W 9:10–11:50 a.m.

### **[376b Printing and Graphic Art]**

Design and printing of broadsides and books. Instruction given in typography and

woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. To be offered in 1988–89.

4 credits

### 381a, 381b Architecture

Further problems in planning and design, together with instruction in elementary construction. Prerequisite: 280 or permission of the instructor.

4 credits

*Richard Joslin*

M W 1–4 p.m.

### 382b Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor.

4 credits

*Stephen Petegorsky*

T Th 9–11:50 a.m.

### 383b Problems in Landscape Design

Prerequisite: 280 or permission of the instructor.

4 credits

*Shaun Towers*

M W 1–4 p.m.

## Graduate

### 460a, 460b Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture

4 credits

*Members of the Department*

### 481 Architecture

8 credits

### 483 Landscape Architecture

8 credits

## The Major

**Advisers:** Lee Burns, Craig Felton, Susan Heideman, Caroline Houser, Barbara Kellum, Jaroslav Leshko, Chester Michalik, Gary Niswonger, Elliot Offner, Stephen Petegorsky, John Pinto, Dwight Pogue, Lisa Reitzes, Helen Searing.

**Adviser for Study Abroad:** Barbara Kellum.

Based on 100, or 100 and 161a or b and 163a or b. Majors are advised that there is one art major, whether Plan A, B, or C, and at least 16 courses must be taken outside the art department. Normally, 100 should be completed by the end of the sophomore year.

### Plan A

Basis: 100.

Requirements: 100 and one course in Section B, plus seven semester courses in Section A, including three from three of the six areas Alpha through Omega. The course in Section B should be taken no later than the first semester of the senior year. Students are required to take at least one seminar in the history of art and to write at least one research paper, which will ordinarily be one written for a seminar (not a term paper for a 200-level course), or it may be an honors or Special Studies project.

### Areas Alpha–Omega

Note: All courses are one semester; they may vary as to a and b.

Alpha—Ancient: 210; 211; 212; 214; 215; 310; 315.

Beta—Medieval: 221; 222; 224; 321.

Gamma—Renaissance: 231; 232; 233; 234; 235; 331; 333.

Delta—Baroque and Rococo: 241; 242; 244; 246; 253; 342.

Epsilon—The past 200 years: 251; 252; 254; 255; 256; 257; 258; 259; 348; 351; 356; 359.

Zeta—Non-western: 207; 208; 213; HST 218; EAS 278; EAS 279; REL 273; REL 274.

Omega—More than one historical period: 202; 205; 206; 260; 261; 303; 361.

Note: ART 290 and ART 352 will vary depending on the topics which change each time the courses are given.

## Plan B

Basis: 100, 161a or b, and 163a or b.

Requirements: the basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Omega.

Majors are strongly urged to take at least one seminar. With the approval of the adviser, two semester courses in closely related subjects offered by other departments may be counted as credit toward the major.

## Plan C

Basis: 100, 280, and 161 (or its equivalent).

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., 381, 383, 262b, and/or their equivalents in other Valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus [202], 205, [215], [234], [244], [255], [257], 258, 290, 359), and/or their equivalents in other Valley institutions, of which three should be courses from two of the six areas Alpha through Omega. Students are required to take at least one seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an honors or Special Studies project.

## The Minors

### Plan 1

**Advisers:** Helen Searing, Lisa Reitzes, John Pinto.

Architecture and Urbanism: seeks to draw together the department's offerings in architectural history into a cohesive unit. ART 100 is recommended. The requirements are:

- [ART 202b History of City Planning and Landscape Design]
  - ART 205b Great Cities (topic differs each time it is offered)
- Choose four courses from the following:
- [ART 215a Ancient Cities and Sanctuaries]
  - [ART 234a Renaissance Architecture]
  - [ART 244b Baroque Architecture]
  - [ART 255a Architecture of the Nineteenth Century]
  - [ART 257b American Architecture and Urbanism]
  - ART 258a Architecture of the Twentieth Century
  - ART 290a Colloquium: Architectural Studies
  - ART 359b Seminar: Studies in Modern Architecture

### Plan 2

**Advisers:** Members of the art history faculty.

Art history: designed for those who wish to focus some of their attention on art history but who do not choose to major in the history of art. The requirements are: (1) ART 100; (2) any three courses in art history at the 200 level; and (3) any one course in art history at the 300 level.

With this skeletal structure, the student may construct a minor as specific or comprehensive as she desires, with advising.

### Plan 3

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer, Elliot Offner.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. Drawing I is recommended. The requirements are: (1) ART 163 (basis); (2) ART [260a] History of Graphic Arts or ART 261a, Composition of Books; and (3) any four from: ART 268, 271, 272, 275, [276], 277, 282, [331b] (for 1987-88), 335a, 372, [376], 382, of which one should be at the 300 level or a continuation of one medium.

### Plan 4

**Advisers:** Members of the studio faculty.

Studio art: designed for those who wish to focus some of their attention on studio art but who do not choose to major in studio. The requirements are: (1) ART 161 and 163 (basis); (2) Any three courses in studio art at the 200 level; and (3) any one course in studio art at the 300 level.

## Honors

**Co-directors of the Honors Committee:**  
Jaroslaw Leshko and Lee Burns.

Basis: 100.

### 501 Thesis

8 credits

**Requirements:** The basis for the major, with [303] optional but recommended for art history majors. The candidate will undertake a year-long project or thesis (501) for 8 credits.

**Presentation:** The candidate will present her work to the Honors Committee in an oral critique or defense during April.



## Five College Departmental Major and Minor in Astronomy

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### Associate Professor

†Richard E. White, Ph.D.  
Suzan Edwards, Ph.D.

### Five College Lecturers

Thomas Travis Arny, Ph.D. (Associate Professor, University of Massachusetts)  
Tom R. Dennis, Ph.D. (Associate Professor, Mount Holyoke College)  
William A. Dent, Ph.D. (Professor, University of Massachusetts)  
Robert L. Dickman, Ph.D. (Associate Professor, University of Massachusetts)  
Paul F. Goldsmith, Ph.D. (Professor, University of Massachusetts)  
George S. Greenstein, Ph.D. (Professor, Amherst College)

\*\*Edward Robert Harrison, F.Inst.P.  
(Professor, University of Massachusetts)  
William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

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Susan G. Kleinmann, Ph.D. (Associate Professor, University of Massachusetts)  
\*John Kwan, Ph.D. (Professor, University of Massachusetts)  
F. Peter Schloerb, Ph.D. (Associate Professor, University of Massachusetts)  
Michael F. Skrutskie, Ph.D. (Assistant Professor, University of Massachusetts)  
Ronald L. Snell, Ph.D. (Associate Professor, University of Massachusetts)  
Stephen E. Strom, Ph.D., *Chair* (Professor, University of Massachusetts)  
Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)  
David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)  
Judith S. Young, Ph.D. (Associate Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and b and the mathematics sequence up to Calculus II (122a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five

College radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-2194) for the time of the first class meeting.

### 100a A Survey of the Universe

An overview of ancient and modern understanding of the cosmos, including an introduction to celestial motions and an exploration of current ideas concerning the origin,

structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies, and the universe as a whole. This course is designed for non-science majors. There are occasional evening laboratories for demonstration of the Amherst College planetarium, constellation identification, and optical observing with the telescopes of the Five College Astronomy Department.

4 credits

*Suzan Edwards*

M W F 10:40–11:50 a.m.; plus occasional evening observing sessions

### 113a FC13a The Solar System

An introduction to civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than 100 and intended for students who desire a deeper, though still nontechnical, understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the earth and other planets.

4 credits

*Peter Schloerb*

T Th 9:30–10:45 a.m. at UMass

### 115b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces, and atmospheres; stars—their formation, structure, and evolution; and the universe—its origin, overall structure, and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy

Department. Prerequisite: MTH 120a or the equivalent.

4 credits

*Suzan Edwards*

M W F 9:20–10:30 a.m., lab M 7 p.m.

### 219a FC19a Planetary Science

An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of the interiors, surface features, and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Emphasis on the results of recent spacecraft missions to Venus, Jupiter, Saturn, and Uranus. Two meetings per week. Prerequisites: one semester of calculus and one semester of a physical science; familiarity with physics is essential.

4 credits

*William Dent*

M W 2:30–3:45 p.m. at UMass

### 220b FC20b Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 121a or b and one physical science course.

4 credits

*George Greenstein*

M W 2:30–3:45 p.m. at Amherst

### 221a FC21a Stars and Stellar Evolution

For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of

stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: MTH 121a or b, and PHY 115a, which may be taken concurrently.

4 credits

*Thomas Arny*

T Th 2:30–3:45 p.m. at Amherst

*Tom Dennis*

Evening labs at Mount Holyoke to meet on an unscheduled basis

### **222b FC22b Galactic and Extragalactic Astronomy**

For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisites: MTH 121a or b, PHY 115a, and CSC 115a or b.

4 credits

*Tom Dennis*

T Th 2:30–3:45 p.m. at Mount Holyoke

### **234b FC34b History of Astronomy**

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth and nineteenth centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-

technical, with emphasis on history and cosmology.

4 credits

*To be announced*

T Th 2:30–3:45 p.m. at UMass

### **301a, 301b Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.

4 credits

### **[335b FC35b Stellar Evolution and Nucleosynthesis]**

The chemical elements of which we are made were formed by nuclear reactions billions of years ago in stars and in supernova explosions. This course details those processes by discussion of the following topics: principles of stellar structure; methods for constructing numerical models for stars; evolutionary sequences of models; the death of stars; comparison between model calculations and observations; the abundances and history of the chemical elements. Assignments include experiments with computer models. Astronomy background not required. Prerequisites: MTH 122 and AST 221 or 222 or PHY 115. To be offered in 1988–89.

4 credits

### **337a FC37a Observational Optical Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: MTH 122a or b, PHY 115a or b, and AST 221a and 222b (students unable to complete 221a and 222b may make special arrangements to complete the laboratory prerequisites).



4 credits

*Suzan Edwards*

T Th 2:30–3:45 p.m. at Smith, plus an evening lab to be arranged

### 338b FC38b Observational Radio

#### Astronomy

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; non-thermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: PHY 115a or b, or permission of the instructor.

4 credits

*Ronald Snell, Paul Goldsmith*

T Th 2:30–3:45 p.m. at UMass

### 343a FC43a Astrophysics I: Stellar Structure

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Prerequisites: PHY 214b and 220a, or permission of the instructor.

4 credits

*Edward Harrison*

M F 1:25–2:45 at UMass

### 344b FC44b Astrophysics II: Cosmic Electrodynamics and Hydrodynamics

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor. Immediate application of techniques learned to diverse astronomical phenomena.

Prerequisite: 343a or permission of the instructor.

4 credits

*John Kwan*

M F 1:25–2:45 at UMass

## Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640 Galactic and Extragalactic Astronomy

UMass 700 Independent Study

UMass 717 Plasma Astrophysics

UMass 730 Radio Astrophysics

UMass 731 Radio Astronomy

UMass 732 Numerical Techniques in

Experimental Physics and Astronomy

UMass 741 The Interstellar Medium

UMass 746 Solar System Physics

UMass 748 Cosmology and General

Relativity

UMass 843 Stellar Atmospheres

## The Major

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics, and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to consider a double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

**Basis:** 221a and 222b.



Requirements: 12 semester courses, including the basis, PHY 115a and b, three courses selected from MTH 201a or b, 202a or b, 205a, and 222a, and two astronomy courses at the 300 level. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

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## The Minor

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context, such as history of science, scientific writing or editing, or science education.

**Basis:** 115b, 221a or 222b.

**Requirements:** Six semester courses, including the basis, PHY 115a and b, and three further intermediate or advanced astronomy courses, including 221a or 222b.

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## Honors

**Directors:** Suzan Edwards, Richard White.

**Prerequisites:** 221a and 222b.

### 501 Thesis

8 credits

### 502 Thesis

12 credits

## Interdepartmental Major in Biochemistry

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### Advisers

Stylianios Scordilis, Associate Professor of Biological Sciences

Kenneth Hellman, Professor of Chemistry, *Director*

Steven Williams, Assistant Professor of Biological Sciences

David Bickar, Assistant Professor of Chemistry

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Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 201a and CHM 222a and b before the junior year.

### CHM 235a Physical Chemistry of Biochemical Systems

#### 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids; mechanisms of conformational change and cooperativity; bioenergetics, enzymes, and regulation. Prerequisites: BIO 201a and CHM 222b.

4 credits

*Stylianios Scordilis*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m.

#### 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms; metabolism and its regulation; energy production and utilization. Prerequisites: 252b and CHM 235a or 231b.

4 credits

*David Bickar*

Lec. T Th 9:30–10:50 a.m.; lab M 1:10–4 p.m.

### 301a, 301b Special Studies

4 credits

### CHM 357b Selected Topics in Biochemistry

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### The Major

Requirements: BIO 105a, 106b, 201a, 215b, or 230a; CHM 101a and b or 102a and b, 222a and b, 231a and b or 235a; BCH 252b, 352a; plus one course in BIO or CHM having CHM 222b as a prerequisite.

Recommended courses: students planning further study in biochemistry are advised to include PHY 115a and b, CHM 231a and b, and courses in mathematics beyond Calculus II.

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### Honors

**Director:** Stylianios Scordilis.

#### 501 Thesis

8 credits

#### 502 Thesis

12 credits

Requirements: same as for the major, and a research project (BCH 501, 502) pursued throughout the senior year. An examination in biochemistry and an oral presentation of the honors thesis.

## Departmental Major and Minor in Biological Sciences

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### Professors

\*Carl John Burk, Ph.D.  
David Andrew Haskell, Ph.D.  
Elizabeth Ann Tyrrell, Ph.D.  
Jeanne A. Powell, Ph.D.  
\*Stephen G. Tilley, Ph.D.  
Philip D. Reid, Ph.D., *Chair*  
Robert B. Merritt, Ph.D.  
†Margaret Anderson Olivo, Ph.D.  
†Richard Francis Olivo, Ph.D.

### Associate Professors

Richard T. Briggs, Ph.D.  
Stylianios P. Scordilis, Ph.D.

### Assistant Professors

Steven A. Williams, Ph.D.  
Virginia Hayssen, Ph.D.

### Lecturers

Richard H. Munson, Ph.D.  
Mary Helen Laprade, Ph.D.

### Laboratory Instructor

Graham R. Kent, M.A.

### Teaching Fellows

Deborah Anable, B.A.  
Lalita Bandyopadhyay, B.Sc.  
Wendy Boland, B.A.  
Vikram Prabhu, B.Sc.

### Assistant Professor

(at Smith College under  
the Five College Program)  
Paulette Peckol, Ph.D.

Students who have attained scores of 4 or 5 on the College Board Advanced Placement examination in biology are not required to take 105a or 106b, and may enter courses for which 105a and 106b are the sole prerequisites. Students with a strong preparation in biology may gain exemption from 105a and/or 106b by passing a departmental placement examination offered at the opening of college before classes begin.

The following six courses are designed primarily for students outside the biological sciences. They have no college biology course prerequisites, and except for the second semester of 210, they do not count toward the requirements for the major in biological sciences.

### 122b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the envi-

ronment. A course in high school biology is strongly recommended.

4 credits

*Elizabeth Tyrrell*

T Th 9:30–10:50 a.m.

### 150a Human Biology

A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society.

4 credits

*Robert Merritt, Jeanne Powell*

T Th 9:30–10:50 a.m.; lab W 1–3 p.m.

### [151b Brains and Computers]

An introduction for the nonscientist to information processing by brains and by computers. The detection of color and pattern serves as a unifying example to examine basic aspects of brain function, mechanisms of vision in people and animals, non-mathematical aspects of how

computers work, and the production and detection of images by computers. The course should be of particular appeal to students in the visual arts. Three hours of lectures and demonstrations. To be offered in 1988–89.

4 credits

## 210 Horticulture

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Second semester may be counted within the departmental major.

8 credits

*Richard Munson*

Lec. T Th 8–9:20 a.m.;

lab T Th 9:30–10:50 a.m.

### [214a Plants and Human Welfare]

An introduction to botany and horticulture for non-science majors. The course introduces students to the various plant collections at Smith College, including those in the Lyman Plant House and the campus grounds and gardens. The use of plants for food and fiber is also stressed, as are the agricultural practices used to produce them. To be offered in 1988–89.

4 credits

### [241a Conservation of Natural Resources]

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip. To be offered in 1988–89.

4 credits

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BIO 101a or 105a and 106b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which in some cases include a year of college chemistry.

## 105a Introduction to Biology

An introduction to the study of life at the cellular level. The molecular composition of living systems, the structure and organi-

zation of the cell, the biology of organisms, and the molecular bases of inheritance will be examined.

4 credits

*Robert Merritt and Members of the Department*

Lec. M W F 10:40–11:50 a.m.; lab M 1–2:50 p.m.; T 9:30–11:20 a.m.; T 1–2:50 p.m.; T 3–4:50 p.m.; W 1–2:50 p.m.; Th 9:30–11:20 a.m.; Th 1–2:50 p.m.; F 1–2:50 p.m.

### 106b A continuation of 105a

An introduction to life at the organismal, population, and community levels. Topics to be treated include classical genetics, evolution, taxonomy, the kingdoms of organisms, form and function in plants and animals, and the ecology of populations and communities. Prerequisite: 105a.

4 credits

*David Haskell and Members of the Department*

Lec. M W F 10:40–11:50 a.m.

Lab M 1–2:50 p.m.; T 9:30–11:20 a.m.; T 1–2:50 p.m.; W 1–2:50 p.m.; Th 9:30–11:20 a.m.; Th 1–2:50 p.m.

### 201a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Prerequisites: completed basis for the major.

4 credits

*Stylianos Scordilis and Members of the Department*

Lec. M W F 8–9:10 a.m.; lab M or T 1–3:50 p.m.

### 202b Genetics

An intermediate course in molecular, population, and evolutionary genetics. Topics will include DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding, selection, genetic drift, quantitative inheritance, and developmental genetics. Prerequisites: completed basis for the major.



4 credits

*Steven Williams and Robert Merritt*

Lec. M W F 10:40–11:50 a.m.;

lab T or W 1–4 p.m.

**203a Plant Biology**

Plant structure and function at the cellular, organismal, and community levels; survey of the plant kingdom.

4 credits

*David Haskell*

Lec. M W F 1–2 p.m.;

lab T or Th 1:10–4 p.m.

**204b Vertebrate Biology**

A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates from ostracoderms to oryx.

4 credits

*Virginia Hayssen*

Lec. T Th 9:30–10:50 a.m.; lab W 1–4 p.m.

or Th 1–4 p.m. and two Saturday field trips.

**205a Invertebrate Zoology**

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Major groups studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, cnidarians, and echinoderms. Parasitism is considered as a biologically important symbiotic relationship. A field trip to the Massachusetts coast will be scheduled.

4 credits

*Mary Laprade*

Lec. T Th 9:30–10:50 a.m.; lab T Th 1–2:50 p.m. or T Th 3–4:50 p.m.

**213b Plant Systematics**

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes, principles of classification, and identification of local flora. Fieldwork.

4 credits

*John Burk*

Lec. Th 3–4:50 p.m.; lab F 1:10–4 p.m.

**215b Plant Physiology**

Plants as members of our ecosystem; water economy; photosynthesis and metabolism;

special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: completed basis for the major.

4 credits

*Philip Reid*

Lec. T Th 9:30–10:50 a.m.; lab M 1–4 p.m.

**220a General Bacteriology**

Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisites: completed basis for the major.

4 credits

*Elizabeth Tyrrell*

Lec. M W F 1–2 p.m.; lab W F 2:10–4 p.m.

**230a Animal Physiology**

The strategies and mechanisms evolved by animals for dealing with movement, neural and hormonal control, circulation, respiration, fluid regulation, excretion, and digestion. Prerequisites: completed basis for the major.

4 credits

*Richard Briggs*

Lec. M W F 9:20–10:30 a.m.;

lab Th or F 1–4 p.m.

**[240a Principles of Ecology]**

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Four hours of laboratory or fieldwork, with an optional all-day field trip. To be offered in 1988–89.

4 credits

**[242a Plant Ecology]**

A study of plant communities and the relationship between plants and their environment, with emphasis on fieldwork and review of current literature. To be offered in 1988–89.

4 credits

**243b Evolution and Systematics**

The evolutionary process, primarily in diploid, sexually reproducing organisms.

Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and macroevolutionary patterns.

Prerequisite: 102a or 106b.

4 credits

*Stephen Tilley*

Lec. T Th 9:30–10:50 a.m.

#### 244a Marine Ecology (E)

Patterns and processes of marine ecosystems, including nutrient cycles, community structures and dynamics, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes field trips.

4 credits

*Paulette Peckol*

Lec. T Th 9:30–10:50 a.m.;

lab M or T 1–4 p.m.

#### BCH 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids.

Mechanisms of conformational change and cooperative activity; Bioenergetics, enzymes and regulation. Prerequisites: BIO 201a (BIO 103a or b) and CHM 222b.

4 credits

*Stylianos Scordilis*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m.

#### [300b Neurophysiology]

The physiology of nervous systems, with an emphasis on cellular aspects. Topics include: sensory receptors, visual processing, ionic basis of nerve cell potentials, synapses, neural networks. Prerequisites: 103a or b or 201a or b, or 230a, or PSY 211a and a year of chemistry. To be offered in 1988–89.

4 credits

#### [301a Histology]

A study of animal tissues, including their composition, origin, differentiation, microscopic anatomy, function, and arrangement in organs. Prerequisite: 103a or b or 201a or b. To be offered in 1988–89.

4 credits

#### 302a Molecular Biology

The basis of molecular structure and function, with particular emphasis on protein biochemistry and related techniques of physical biochemistry. Prerequisites: 103a or b or 201a or b, and CHM 222a and b.

Offered in alternate years.

4 credits

*Stylianos Scordilis*

Lec. M W F 10:40–11:50 a.m.;

lab T 1–4:50 p.m.

#### 303b Introduction to Biological Fine Structure

An introduction to the basic theory of electron microscopy, discussion of recent advances in the fine structure of biological materials, and practice in the basic techniques of transmission and scanning electron microscopy. Admission by permission of the instructor. Prerequisites: 103a or b, or 201a.

4 credits

*Richard Briggs*

Lec. T Th 9:30–10:50 a.m.; lab Th 1–4:50 p.m. or by arrangement.

#### 306a Embryology

A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 102a or b, 201a or b, or permission of the instructor.

4 credits

*Jeanne Powell*

Lec. M W F 8–9:10 a.m.; lab T 1–4:50 p.m.

#### 314a Morphology of Algae and Fungi

Studies in the structure, reproduction, phylogeny, classification, and significance of prokaryotes, algae, and fungi. Prerequisite: 203a or b or permission of the instructor.

4 credits

*David Haskell*

Lec. M W F 9:20–10:30 a.m. and one hour to be arranged.

#### 315b Morphology of the Land Plants

Studies in the structure, reproduction, phylogeny, classification, and significance of bryophytes, ancient vascular plants and

modern vascular plants including the ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 203a or b, or permission of the instructor.

4 credits

*David Haskell*

Lec. M W F 9:20–10:30 a.m., and one hour to be arranged.

### 322b Principles of Virology

Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and CHM 222a and b.

4 credits

*Elizabeth Tyrrell*

Lec. T Th 1–2:50 p.m.; lab T 3–4:50 p.m. and one hour W or Th to be arranged.

### 323a Molecular Genetics

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning in genetic analysis. The laboratory uses the techniques of molecular cloning and microbial genetics. Prerequisites: 103a or b or 201a and 202b, and CHM 222a and b or permission of the instructor. Recommended: 220a.

4 credits

*Steven Williams*

Lec. M W F 1–2 p.m.; lab T or Th 1–4:50 p.m.

### 327b Immunology

An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, and immunopathology. Prerequisites: 103a or b or 201a or b. Recommended: 220a.

4 credits

*To be announced*

Lec. M W F 9:20–10:30 a.m.; lab Th 1–4:50 p.m.

### 330b Developmental Biology

A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs, with special emphasis on the cellular and

molecular mechanisms in development of organisms at a variety of levels of organization. Prerequisite: 103a or b or 201a or b, and CHM 222a and b.

4 credits

*Jeanne Powell*

Lec. M W F 8–9:10 a.m.; lab T 1–5 p.m.

### [333a Biochemical Physiology]

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Prerequisites: 103a or b or 201a and CHM 222a. Offered in alternate years. To be offered in 1988–89.

4 credits

### [341a Biology of Populations]

An analysis of genetic, evolutionary, and ecological phenomena at the population level. Laboratories treat introductory biological statistics, genetics and demography of natural populations, and computer simulation. Prerequisite: 102a or b and 240a or 243b. Recommended: at least one course in mathematics. Offered in alternate years.

4 credits

### 344b Biogeography

Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics.

4 credits

*John Burk and Mary Laprade*

Lec. M W F 10:40–11:50 a.m.

### 345a Animal Behavior

An analysis of the what, how, and why of behavior with emphasis on independent discovery and thought. Prerequisites: 3 of the following, BIO 150, 204, 205, 230, 240, 243, 300, 341, 344; PSY 102, 103, 211, 212, 224, 303, 311, 316; MTH 147, 246, or 247.

4 credits

*Virginia Hayssen*

Lec. T Th 11–11:50 a.m. and one hour to be arranged; lab Th 1–4:50 p.m.

### 350a, 350b Special Studies

4 credits



## Seminars

### [326b Topics in Microbiology]

Recent developments in microbiology and immunology. Directed readings and group discussion. Prerequisites: 220a or 327a and permission of the instructor. To be offered in 1988–89.

4 credits

### 337b Topics in Genetics

Topic for 1987–88: Recombinant DNA. Presentation and discussion of current research. Prerequisite: completed basis for the major.

4 credits

*Steven Williams*

To be arranged

### [338a Topics in Cell Biology]

To be offered in 1988–89.

4 credits

### [343b Selected Environmental Problems]

Analysis and discussion of ecological factors related to current environmental problems and their solutions. Prerequisite: 240a or 242a or permission of the instructor. PPL 303b may substitute for 343b within the major. To be offered in 1988–89.

4 credits

### 346b Topics in Marine Ecology (E)

Student presentations, discussions, and written analyses of contemporary and controversial topics in the field of marine sciences. Prerequisites: 240a, 242a, or 244a, and permission of the instructor. To be taught at Amherst College.

4 credits

*Paulette Peckol*

### 400, 400a, 400b Research and Thesis

4 credits

### 404a, 404b Advanced Studies in Molecular Biology

4 credits

*Members of the Department*

### 410a, 410b Advanced Studies in Botany

4 credits

*Members of the Department*

### 420a, 420b Advanced Studies in Microbiology

4 credits

*Members of the Department*

### 430a, 430b Advanced Studies in Zoology

4 credits

*Members of the Department*

### [432a Advanced Vertebrate Anatomy]

Detailed comparative analysis of one or more organ systems, with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work.

4 credits

### 440a, 440b Advanced Studies in Environmental Biology

4 credits

*Members of the Department*

### 450a, 450b Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.

4 credits

*Members of the Department*

## Graduate

**Adviser:** Steven Williams.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

## The Major

**Advisers:** students should choose their advisers, according to their interests, from the following list:



Botany: David Haskell, Philip Reid.

Cell and molecular biology: Richard Briggs, Steven Williams.

Environmental and evolutionary biology: Stephen Tilley (second semester), John Burk (second semester), Paulette Peckol.

General biology: Mary Laprade.

Marine biology: John Burk (second semester), Paulette Peckol.

Microbiology: Elizabeth Tyrrell.

Neurobiology: Jeanne Powell.

Zoology: Mary Laprade, Virginia Hayssen.

**Adviser for Study Abroad:** Philip Reid.

Prospective majors should take CHM 101a or b, or 102a or b, and BIO 105a and 106b. CHM 222a and b and PHY 115a and b are strongly recommended for all majors.

Up to 8 credits in the major may be acquired from among the following: CHM 222 (one or both semesters), BCH 352a, GEO 231a, PSY 103a or b, PSY 311a or b. Special Studies must be taken above the requirements for the major.

There are currently two alternative sets of requirements for the major.

**Requirements for students beginning their study of biology in 1986–87 and thereafter:**

Basis: 105a and 106b; and CHM 101a and b, or CHM 102a and b.

Distribution: three courses, one from each of three fields:

- A. Cell biology: 201a.
- B. Genetics: 202b.
- C. Organismal biology: 203a, 204a or b, 205a.
- D. Physiology: 215b, 220a, 230a.
- E. Evolutionary and environmental biology: 213b, [240a], [242a], 243b, 244a.

Advanced courses: two courses at the 300 level, at least one of which must be chosen from the department's offerings.

Additional courses: three electives. Altogether, 12 courses are required for the major.

**Requirements for students who began their study of biology prior to 1986–87:**

Basis: 101a or b, 102a or b, 103a or b, and CHM 101a and b, or CHM 102a and b.

Distribution: one course in each of two of the following three areas. Majors are strongly encouraged to take an additional course in the third area as an elective.

- A. Organismal biology. For example: 203a, 204a or b, 205a.
- B. Evolutionary and environmental biology. For example: 213b, [240a], [242a], 243b.
- C. Physiology. For example: 215b, 220a, 230a.

Advanced courses: two courses at the 300 level, at least one of which must be chosen from the department's offerings.

Additional courses: three electives. Altogether, 12 courses are required for the major.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise six semester departmental courses. These courses must include 101 or 105a, 106b, and one 300-level course. No more than one course designed primarily for non-majors may be included in the six.

## Honors

**Director:** David Haskell.

Basis: the same as that for the major.

**501 Thesis**  
8 credits

**502 Thesis**  
12 credits

Requirements: the same as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis. 501 or 502 may substitute for one 300-level course.

An oral presentation and defense of the thesis.

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## Marine Sciences

See pp. 251–52.

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## Neuroscience

See p. 270.

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## Pre-Medical and Pre-Health Professional Programs

**Advisers:** Lâle Burk (Chemistry), Thomas Derr (Religion), Stuart Rosenfeld (Chemistry), Elizabeth Tyrrell (Biological Sciences), Virginia White (Chemistry).

Students may prepare for medical school by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance to most medical schools. These requirements are one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

## Departmental Major and Minor in Chemistry

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### Professors

George Morrison Fleck, Ph.D.  
Kenneth Paul Hellman, Ph.D., *Chair*

†Thomas Hastings Lowry, Ph.D.

### Associate Professor

†Robert G. Linck, Ph.D.

### Assistant Professors

Stuart Rosenfeld, Ph.D.  
Dorothy Ellen Hamilton, Ph.D.  
David Bickar, Ph.D.

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**Lecturer and Laboratory Supervisor**  
Lâle Aka Burk, Ph.D.

**Laboratory Instructor**  
Virginia White, M.A.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry in the freshman year, and are advised to complete MTH 122a or b and PHY 115a and b as early as possible.

All intermediate courses require as a prerequisite a year of General Chemistry or an Advanced Placement score of 4 or 5. Students who wish to elect CHM 101a or 102a, and who offer entrance units in chemistry, must take the departmental placement examination at the opening of the college before the beginning of classes.

### 101a General Chemistry

A basic course dealing with atomic and molecular structure and concepts of equilibrium. Techniques of quantitative analysis are introduced in the laboratory.

4 credits

*Kenneth Hellman. Lâle Burk*

Lec. M W F 9:20–10:30 a.m.; lab Th 8–10:50 a.m., M T W Th 1–3:50 p.m.

### 101b A continuation of 101a

Application of principles of molecular structure and thermodynamics to acid-base

and oxidation-reduction reactions of selected elements and their compounds and to properties of solids. Colorimetry, pH titrations, and other quantitative techniques are included in the laboratory. Prerequisite: 101a.

4 credits

*Kenneth Hellman*

Lec. M W F 9:20–10:30 a.m.; lab M T W 1–3:50 p.m., Th 8–10:50 a.m.

### 102a General Chemistry

For majors in physical science (including biochemistry) and others seeking a strong background in chemistry. Atomic structure, molecular structure and bonding, periodicity and chemical properties, chemical equilibria, and stoichiometry are among the topics covered. Prerequisites: strong secondary-school preparation in mathematics and laboratory science, including at least one entrance unit in chemistry; MTH 121a or b or its equivalent, which may be taken concurrently.

4 credits

*To be announced, Virginia White*

Lec. M W F 9:20–10:30 a.m.; lab M 1–3:50 p.m., T 9–11:50 a.m., T 1–3:50 p.m.

**102b** A continuation of 102a

This course quantitatively covers thermodynamics, electrochemistry, and kinetics in the lecture and the laboratory. Coordination chemistry, nuclear chemistry, and fundamental inorganic chemistry are qualitatively introduced. Prerequisite: 102a.

4 credits

*To be announced, Virginia White*

Lec. M W F 9:20–10:30 a.m.; lab M T 1–3:50 p.m., T 9–11:50 a.m.

**222a Organic Chemistry**

An introductory course in the theory and practice of organic chemistry. Organic nomenclature, structure, and spectroscopy, and the chemistry of saturated and unsaturated hydrocarbons, alkyl halides, and alcohols. Prerequisite: two semesters of General Chemistry. Director, to be announced.

4 credits

*Stuart Rosenfeld, Lâle Burk*

Lec. M W F 9:20–10:30 a.m.; lab M T W Th F 1–3:50 p.m., T Th 9–11:50 a.m.

**222b** A continuation of 222a

The chemistry of ethers, the carbonyl group, amines, and aromatic substances. Prerequisite: 222a.

4 credits

*Stuart Rosenfeld, Lâle Burk*

Lec. M W F 9:20–10:30 a.m.; lab M T W Th F 1–3:50 p.m., Th 9–11:50 a.m.

**231a Physical Chemistry**

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: two semesters of General Chemistry; MTH 122a or b. MTH 202a or b or PHY 200a, and PHY 115a and b are strongly recommended.

4 credits

*To be announced*

Lec. M W F 9:20–10:30 a.m.; lab M F 1–3:50 p.m.

**231b** A continuation of 231a

The macroscopic viewpoint: chemical kinetics and chemical thermodynamics with applications to gases, solutions, homogeneous

and heterogeneous equilibria, and electrochemistry. Prerequisite: 231a.

4 credits

*To be announced*

Lec. M W F 9:20–10:30 a.m.; lab M F 1–3:50 p.m.

**235a Physical Chemistry of Biochemical Systems**

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 222a and b; MTH 122a or b.

4 credits

*George Fleck*

Lec. M W F 8–9:10 a.m.; lab Th F 1–3:50 p.m.

**246b Analytical Chemistry**

A laboratory-oriented course in quantitative chemical analysis emphasizing the practice of volumetric and gravimetric experimental methods, and the theory of solution equilibria. Introduction to instrumental analysis. Prerequisites: two semesters of General Chemistry. Two lectures and two labs.

4 credits

*George Fleck*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m. and Th 1–3:50 p.m.

**301a, 301b Special Studies**

4 credits

**305a Advanced Laboratory**

Advanced techniques of experimentation in the synthesis and identification of organic and inorganic substances. Prerequisites: 222a and b. Two lectures and two labs.

4 credits

*Dorothy Hamilton*

Lec. T Th 11–11:50 a.m.; lab T 1–4:50 p.m. and Th 1–3:50 p.m.

**305b** A continuation of 305a

Synthesis of inorganic and organic substances, with emphasis on characterizing



the physical properties of those substances.  
Prerequisite: 305a. Two lectures and two labs.

4 credits

*Dorothy Hamilton*

Lec. T Th 11–11:50 a.m.; lab T 1–4:50 p.m.  
and Th 1–3:50 p.m.

### **309a, 309b Discussions in Contemporary Chemistry**

A course focusing on current research in chemistry. Discussions will include novel experimental and theoretical techniques and detailed examination of research results. Since topics will change each semester, this course may be taken as many as four times. For senior majors and juniors with permission of the chair.

2 credits

*Members of the Department*

W 7:30–9:30 p.m.

### **313a Advanced Inorganic Chemistry**

A study of topics in inorganic chemistry.

Prerequisites: 222a and b; 231a and b.

4 credits

*Dorothy Hamilton*

M W F 10:40–11:50 a.m.

### **323b Organic Mechanisms**

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 222a and b; 235a or 231b, which may be taken concurrently.

4 credits

*To be announced*

T Th 8–9:20 a.m.

### **BCH 352a Biochemistry II: Biochemical Dynamics**

### **357b Selected Topics in Biochemistry**

A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352b.

4 credits

*Kenneth Hellman, David Bickar*

To be arranged

## **The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Låle Burk.

Required courses: 101a and b, or 102a and b; 222a and b; 231a and b; 246b; 305a and b; 313a. Majors should, if possible, elect 231a and 305a concurrently, and also 231b and 305b concurrently.

Students planning graduate study in chemistry are advised to include PHY 115a and b and MTH 202a or b or 201a or b in their programs of study. A major program that includes these courses meets the requirements of the American Chemical Society for eligibility for professional standing.

## **The Minor**

**Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information.

In selecting the two elective courses, the student may choose different emphases. A laboratory emphasis might include 246b and 305a, or 305a and 305b. A biochemical emphasis might include 235a and 352a. A theoretical emphasis might include 231a and 231b. An inorganic emphasis might include 231a and 313a.

Required courses: 101a and b or 102a and b; 222a and b; and two additional semester courses in chemistry. Special Studies 301a and 301b normally may not be used to meet the requirements for the minor.

## Honors

Director: Thomas Lowry.

### 501 Thesis

8 credits

### 502 Thesis

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

## Extrdepartmental Courses in Chinese Language & Literature

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### Associate Professor

Henry Li-Hua Kung, B.A., *Director*

### Assistant Professor

Grace S. Fong, Ph.D.

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Credit is not granted for the first semester only of an introductory language course.

#### 100D Elementary Chinese

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures, and some 600 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters.

12 credits

*Grace S. Fong*

M T W Th F 1–2 p.m.; and one-hour lab

#### 200 Intermediate Chinese

Further study of modern Mandarin Chinese, with emphasis on reading, writing, and translating the vernacular language and on developing conversational ability. Prerequisite: 100D.

8 credits

*Grace S. Fong*

M W F 10:40–11:50 a.m., and one-hour conversation to be arranged

#### [250b The Classical Poetic Tradition]

A survey of representative poetic works from c. 900 B.C. to c. A.D. 1300. Major genres, themes, critical theories, and Chinese views on literature will be introduced and examined in a cultural-historical context. Lecture and discussion. All readings are in English. Offered in alternate years. To be offered in 1988–89.

4 credits

#### 251a Traditional Chinese Fiction in Translation

A survey of Chinese fiction from its beginnings to the classic novels, reading master

pieces such as *Journey to the West* and *The Story of the Stone* of the Ming and Qing periods. Lecture and discussion will examine the style and structure of Chinese narratives, characterization, and social and religious themes. Offered in alternate years.

4 credits

*Grace S. Fong*

T 3–4:50 p.m., Th 3–3:50 p.m.

#### 322 Modern Chinese (Advanced)

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials. Prerequisite: 200 or the equivalent.

8 credits

*Henry Kung*

M W F 1–1:50 p.m.

#### 324a Newspaper Chinese

Selected readings of journalistic style of writings from newspapers and magazines. Prerequisite: 200 or the equivalent.

4 credits

*Henry Kung*

M W F 2:10–3 p.m.

#### [325b] A continuation of 324a

Prerequisite: 324a.

4 credits

#### 333b Modern Chinese Literature: Short Stories

Selected readings in short stories since the New Literature Movement. Prerequisite: two to three years of Chinese or permission of the instructor.

4 credits.

*Henry Kung*

M W F 2:10–3 p.m.

## Departmental Majors and Minors in Classical Languages & Literatures

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### Associate Professors

Thalia Alexandra Pandiri, Ph.D. (Classics  
and Comparative Literature), *Chair*  
Justina Winston Gregory, Ph.D.

Associate Professor (at Mount Holyoke  
College)  
Valerie Warrior, Ph.D.

### Assistant Professors

Nancy J. Shumate, Ph.D.  
Scott A. Bradbury, Ph.D.

Majors are offered in Greek, Latin, classics,  
and ancient studies. Qualified students in  
these majors have the opportunity of a  
semester's study at the Intercollegiate  
Center for Classical Studies in Rome  
(see p. 24).

Students planning to major in classics or in  
ancient studies are advised to take relevant  
courses in other departments such as art,  
English, history, philosophy, and modern  
foreign languages.

Students who receive scores of 4 and 5 on  
the Advanced Placement test in Virgil may  
not apply that credit toward the degree if  
they complete LAT 212b for credit.

## Greek

Credit is not granted for the first semester  
only of an introductory language course.

### 111 Elementary Greek

A year-long course that will include both  
the fundamentals of grammar and, in the  
second semester, selected readings.

8 credits

*Thalia Pandiri*

M W F 9:20–10:30 a.m.

### 212a Attic Prose and Drama

Prerequisite: 111.

4 credits

*Valerie Warrior*

M W F 9:20–10:30 a.m.

### [212b Homer, *Iliad*]

Prerequisite: 212a or permission of the  
instructor. To be offered in 1988–89.

4 credits

### 221b Prose Composition

Prerequisite: 212b or permission of the  
instructor. One class hour.

2 credits

*Thalia Pandiri*

To be arranged

### 301a, 301b Special Studies

Admission by permission of the depart-  
ment, for majors and honors students who  
have had four advanced courses in Greek.

4 credits

### [324b Plato and Aristophanes]

Prerequisite: a course at the 300 level or  
permission of the instructor. To be offered  
in 1988–89.

4 credits



**325a Sophocles and Thucydides: Athens, the Tyrant City**

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Justina Gregory*

M W F 10:40–11:50 a.m.

**327b Transformation of Homeric Epic: Studies in Theme and Genre**

Greek tragedy regularly derived its themes from traditional mythology, but shaped them to reflect fifth-century concerns. The Hellenistic poet Apollonius of Rhodes consciously emulated the style of Homeric epic, but with radically different results. This course will examine the inter-relationships of Homer, Euripides' *Medea*, and Apollonius' *Argonautica*, with a view to understanding how genre and style can be influenced by the poet's society. Prerequisite is 212b or permission of the instructor.

4 credits

*Thalia Pandiri*

M W F 10:40–11:50 a.m.

**[336a Aeschylus and Herodotus: Athens, the Savior of Greece]**

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 300 level, or permission of the instructor. To be offered in 1988–89.

4 credits

**Graduate****451a, 451b Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level course currently offered.

4 credits

See also REL 287a Greek Religious Texts.

**Adviser of Graduate Study:** To be announced.

**Latin**

Credit is not granted for the first semester only of an introductory language course.

**111 Elementary Latin**

Fundamentals of grammar, with selected readings from Latin authors in the second semester.

8 credits

*Justina Gregory*

M W F 9:20–10:30 a.m.

**111Db Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings.

8 credits

*Nancy Shumate*

M T W Th F 1–2 p.m.

**212a Poetry of Ovid**

Review of fundamentals; selections from the *Metamorphoses* and other poems. Prerequisite: 111 or two units of Latin or the equivalent.

4 credits

*Nancy Shumate*

M W F 1–2 p.m.

**212b Virgil, Aeneid**

Prerequisite: 212a or permission of the instructor.

4 credits

*Scott Bradbury*

M W F 1–2 p.m.

**213b Medieval Latin**

Selected readings from prose and poetry by a wide range of authors, from the third century to the fourteenth. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent.

4 credits

*Valerie Warrior*

M W F 2:10–3 p.m.

### 214a Poets and Politicians of the Late Republic

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Cicero, Lucretius, and Catullus. Prerequisite: 200-level Latin course or permission of the instructor.

4 credits

*Scott Bradbury*

M W F 1–2 p.m.

### 214b Livy

Prerequisite: 214a or permission of the instructor.

4 credits

*Valerie Warrior*

M W F 1–2 p.m.

### 221a Prose Composition

Prerequisite: 214b or permission of the instructor. One class hour.

2 credits

*Justina Gregory*

To be arranged

### 301a, 301b Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

4 credits

### 326a The Poetry of Horace

Selections from the *Epodes*, *Satires*, *Epistles*, and *Odes*, with emphasis on the last.

4 credits

*Nancy Shumate*

T Th 1–2:50 p.m.

### [333b Virgil's Aeneid: Advanced Course]

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1988–89.

4 credits

### 335b Cicero

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Scott Bradbury*

To be arranged

### 336a Lucretius

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Justina Gregory*

T Th 9:30–10:50 a.m.

## Graduate

### 451a, 451b Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

**Adviser of Graduate Study:** To be announced.

## Classics, Greek, or Latin

## Graduate

### 450 Research and Thesis

4 credits

### 450a, 450b Research and Thesis

4 or 8 credits

## Classics in Translation

### 227a Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.

4 credits

*Scott Bradbury*

T Th 9:30–10:50 a.m.

### 228b The Tragic View

The tragedy of human existence as reflected in Western dramatic literature from ancient to modern times. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Chekhov, Ibsen, Brecht, Sartre.

4 credits

*Justina Gregory*

T Th 9:30–10:50 a.m.

### 230b The Historical Imagination (E)

An analysis of the theory and practice of historical writing in Greece and Rome with special attention to the historian's role as storyteller and artist, teacher and moralist. Authors to be read and discussed include Herodotus, Thucydides, Livy, and Tacitus.

4 credits

*Scott Bradbury*

T Th 9:30–10:50 a.m.

### CLT 305a Studies in the Novel: Prose Romance

## The Major in Greek, Latin, or Classics

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Thalia Pandiri.

Basis: in Greek, 111; in Latin, 111 or 111Db; in classics, Greek 111, and Latin 111 or 111Db.

Requirements: in Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language in addition to the basis; in classics, eight semester courses in the languages in addition to the basis and including not fewer than two in either language. In addition, all majors are required to take either one course in classics in translation or some other course related to classical antiquity, subject to the department's prior approval.

## The Minor in Greek

**Director:** Thalia Pandiri.

**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Greek language and at least three must be at or

above the 200 (intermediate) level. The remaining courses may be chosen from Greek history (HST 101a, 202b), Greek art (ART [211a], [215a], 310a), ancient philosophy (PHI 124b) or classics in translation (CLS 227a, 230b). At least one course must be chosen from this category.

## The Minor in Latin

**Director:** Justina Gregory.

**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history (HST 101a, 204a, 205b), Roman art (ART 205b, [212a], 315a), or classics in translation (CLS 227a, 230b). At least one course must be chosen from this category.

## The Minor in Classics

**Advisers:** Members of the Department.

The requirements of the minor reflect the fact that a classics concentration requires proficiency in both Greek and Latin languages and literatures. In view of this fact, a beginner might have to complete as many as four prerequisites, i.e., the elementary courses, to satisfy the requirements of this minor. The requirements are: six courses: two courses at or above the level of 212a in each language; one course at the 300 level in either language; and another 300-level language course or a course related to classical antiquity either within or outside of the department, taken with the department's prior approval.

## Honors in Greek, Latin, or Classics

Director: Justina Gregory.

### 501a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (501a), to be written in the first semester of the senior year; and an examination in the general area of the thesis.



## Interdepartmental Major in Comparative Literature

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Ann Rosalind Jones, Ph.D., Associate Professor and  
Director of the Comparative Literature Program

### Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French and Comparative Literature)

\*\*Alice Rodrigues Clemente, Ph.D. (Spanish & Portuguese and Comparative Literature)

\*Hans Rudolf Vaget, Ph.D. (German and Comparative Literature)

Elizabeth Gallaher von Klemperer, Ph.D. (English)

### Associate Professors

Elizabeth Wanning Harries, Ph.D. (English and Comparative Literature)

Thalia Alexandra Pandiri, Ph.D. (Classics and Comparative Literature)

Alexander Woronzoff-Dashkoff, Ph.D. (Russian)

### Assistant Professor

\*\*Janie Vanpée, Ph.D. (French)

A comparative study of literature in two languages, one of which may be English.

### GLT 291 A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 326). An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible.

Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 and freshmen with a high SAT or English achievement score may register for GLT 291.

Comparative literature courses are not open to freshmen (except with the permission of the instructor). After the freshman year all second-level courses are open to all students unless otherwise specified. Third-level courses require at least one 200-level literature course as a prerequisite.

In all comparative literature courses, readings and discussion are in English, but

students are encouraged to read works in the original and to consult original texts wherever possible.

## Genre

### 223b The Written Self: Forms of Autobiography

An exploration of change in the conception of the self and in the literary techniques devised to portray it through a study of autobiographical texts. Texts by Augustine, Margery Kempe, Teresa d'Avila, Rousseau, Emma Goldman, Sartre, de Beauvoir, Angelou, Wolf, Kingston. This course is part of the Spring 1988 Women's Studies Course Cluster "Women: Reading the Past, Writing the Self" and requires attendance at several Thursday evening lectures. See page 321 for more information.

4 credits

Ann Jones

T Th 3-4:50 p.m.

**251a Studies in Short Fiction**

Topic for 1987–88: The Novella. A comparative study of the novella (short story) as a distinct genre in its European context. The development of its technical conventions and thematic concerns. Authors to be studied: Boccaccio, Cervantes, Goethe, Kleist, Hoffmann, Maupassant, Chekhov, Mann, Kafka, and others.

4 credits

*Joseph McVeigh*

M W F 2:10–3 p.m.

**[247b Studies in Comedy]**

To be offered in 1988–89.

4 credits

**275a The Epistolary Novel**

The development of the novel written in letter form in France and England. Emphasis on the cultural practice of letter writing and the historical context in which the epistolary novel became popular; the formal parameters of the genre, its narrative patterns, recurring themes, characters and situations; the role the genre plays in shaping reading strategies and critical awareness. Special attention paid to the representation of woman as writer and reader. Authors include Mme. de Sévigné, Guilleragues, Montesquieu, Richardson, Smollett, Goethe, Laclos, and Austen.

4 credits

*Janie Vanpée*

T Th 1–2:50 p.m.

**305a Studies in the Novel**

Topic for 1987–88: Prose romance. Romance novels, ancient and modern. Emphasis on the roles of authors (many of them women), narrators, readers. How do the literary conventions of this genre and the mythic assumptions that inform its plots relate to popular culture (and to “trash”)? Authors studied include Atwood, Radcliffe, Austen, Heliodorus, Cervantes.

4 credits

*Thalia Pandiri*

M 7:30–9:30 p.m.

**Period, Movement****222a Women Writing: Twentieth-Century Fiction**

Explorations of twentieth-century fiction written in French and English by women. Focus on the tensions between stereotype and self-definition, convention and innovation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Hurston, Kingston, Morrison, Olsen, Rule, Walker, Woolf, Blais, Colette, Duras, and Wittig.

4 credits

*Diane Crowder*

M W F 10:40–11:50 a.m.

**238b Romanticism**

A comparative analysis of representative English, French, and German works written between 1770 and 1830. Emphasis on new forms and critical concepts, with some attention to the historical and artistic background. Authors studied may include Rousseau, Goethe, Novalis, Hoffman, Wordsworth, Coleridge, Holderlin, Keats, Shelley, and Lamartine.

4 credits

*Elizabeth Harries*

M W 10:40–11:50 a.m.

**268b Latina and Latin American Women Writers**

This course will explore the evolution of women's writings in Spanish America and the resonances they may have for U.S. Latina writers. Special attention will be given to the relationship between the two groups: obstacles, tradition, innovation, language (bilingualism), potential readership, cultural and sexual identity, solidarity with one another. Writers will include Sor Juana Ines de la Cruz, Isabel Allende, Maria Luisa Bombal, Cherrie Moraga, Aurora Levins Morales, and Rosario Morales. Reading

knowledge of Spanish is useful but is not required. This course is part of the Spring 1988 Women's Studies Course Cluster "Women: Reading the Past, Writing the Self" and requires attendance at several Thursday evening lectures. See page 321 for more information.

4 credits

*Nancy Saporta Sternbach*

M W F 10:40–11:50 a.m.

### 271b Richard Wagner

An interdisciplinary study of Wagner as musician, poet, and theoretician against the background of European musical, literary, and intellectual history. Attention to Wagner's impact on aesthetics of modern literature and music. A reading knowledge of music is recommended.

4 credits

*Hans Vaegt, Peter Bloom* (Music)

T Th 11–11:50 a.m., T 1–2:50 p.m.

### 322a Words and Music in Medieval Lyric

The relationship between texts and their musical settings in the lyric poetry, sacred and secular, of the Middle Ages. Special attention will be given to the lyric in France and the Iberian Peninsula. Works and genres explored include the troubadour *canço*, the *cantigas* of Alfonso el Sabio, the medieval Latin sequence, the dance song. Students should have a reading knowledge of French and/or Spanish. The ability to read music, while useful, is not required. Offered in alternate years.

4 credits

*Alice Clemente, Paul Evans* (Music)

T Th 11–11:50 a.m., Th 1–2:50 p.m.

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## Theme

### 244a Colonialism and Caribbean Identity

A study of Caribbean identity as expressed through literature. Exile, cultural and political identity, liberation and autonomy will be examined in writing from Cuba, Jamaica, Trinidad, Guyana, and Barbados.

4 credits

*Reinhard Sander*

T Th 9:30–10:50 a.m.

### 250b Utopias and Dystopias: Imagining the Best and the Worst

What do writers' images of an ideal society and its opposite tell us about the way they see their own world and might see ours? How are such images constructed? How and why do they change through the ages? How do the social conditions in which writers live both limit and stimulate the utopian imagination? Such questions will be explored by considering works of More, Swift, Voltaire, Diderot, Zamyatin, Mayakovsky, Orwell, Le Guin, and others.

4 credits

*David Ball*

M W F 9:20–10:30 a.m.

### 295a The Imagination and the City

Interpretations of urban experience and the urban scene, especially London and Paris, by such writers as Balzac, Baudelaire, Dickens, Conrad, and James. Transformations of the city as labyrinth, wilderness, vision, and place of initiation as well as social and architectural fact. Occasional attention to the modern metropolis in visual art.

4 credits

*Elizabeth von Klemperer*

T Th 9:30–10:50 a.m.

### 310b Robinson Crusoe as a Myth

Themes of solitude and survival; a philosophical exploration of the principles that govern human nature; a debate over man's relations to his material, spiritual, and emotional world; a utopia celebrating labor and enterprise; a book for children. A study of the controversies surrounding the myth, from its origin to contemporary realizations (Defoe, Rousseau, Marx, Schnabel, Campe, Wyss, Offenbach, Giraudoux, Buñuel, Tournier, Bishop, Compère, Coetzee).

4 credits

*Martine Gantrel*

M W F 9:20–10:30 a.m.

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## Critical Theory and Method

### 296a Proseminar: Contemporary Literary Theory

The interpretation of literary texts of various genres by structuralist, psychoanalytic, Marxist, feminist, and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings from Lévi-Strauss, Jakobson, Freud, Benjamin, Macherey, Barthes, Derrida, Irigaray. Limited to juniors and seniors except by permission of the instructor.

4 credits

*Ann Jones*

T Th 3–4:50 p.m.

### 340b Problems in Literary Theory

A seminar required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291 and CLT 296a, or permission of the instructor.

4 credits

*Ann Jones*

M 7:30–9:30 p.m.

### 301, 301a Special Studies

Admission by permission of the instructor and director.

4 credits

The following courses outside the comparative literature program may be of particular interest: AAS 201, 237, [348]; CLS 227; ANT 234; ENG 203, ENG 325, ENG 346; FRN 320; PHI 233; REL 110b (E), REL [245].

## The Major

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a, ITL 226a,

LTN 212b, RUS 231a, SPP 215a or 216a, or any one of the following French courses 208a or b, 210a or b, 211a, 228a. FRN 219a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. FRN 210 and 211 together may be counted as one of the three advanced courses in literature. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one a genre, and one a theme only courses with a primary listing under comparative literature count as comparative literature courses;
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (200-level courses in English, with the exception of 200a, 201b, 210b, may be counted toward the comparative literature major). No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major; and
3. CLT 296a and CLT 340b. (Note that GLT 291 is a prerequisite for 340b and should be taken as early as possible.)

## Honors

Director: Ann Jones.

### 501, 501a Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (501a or 501), to be written in the first or both semesters of the senior year and an oral or written examination.



## Interdepartmental Major and Minors in Computer Science

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**Professor**

Bert Mendelson, Ph.D.

**Assistant Professor**

Merrie Bergmann, Ph.D.

**Associate Professor**Jane C. Hill, Ph.D., *Acting Director***Lecturer**

Patricia Gray Colson, M.Ed., M.S.

Students who contemplate a major in computer science should elect 116a and 216b. Students who receive scores of 4 and 5 on the Advanced Placement test in computer science should not register for 115 or 116 and will not receive degree credit for them if they do.

### **115a, 115b Introduction to Computing and Computer Programming**

Principles of structured programming and algorithm design. Files, arrays, procedures and parameters, block structure, sets, records, simulation, and searching and sorting. The language Pascal is used. Lecture, discussion, and laboratory. Merrie Bergmann, Director.

4 credits

#### *Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 10:40–11:50 a.m.; M W F 1–2 p.m.;

M W F 2:10–3 p.m. (fall semester only)

### **116a Introduction to Computer Science**

An intensive version of 115a or b. Recommended instead of 115a or 115b for students who plan to major in computer science. Interested students are encouraged to enter this course, but should consult with a member of the computer science faculty.

4 credits

*Bert Mendelson*

M W F 1–2 p.m.

**MTH 210b Introduction to Numerical Methods**

### **215a, 215b Data Structures**

Formerly 212a, 212b. Various data structures such as lists, stacks, queues, trees, networks, and compound structures; data abstraction and primitive operations on these structures. Creation and analysis of algorithms to process these structures. The programming language Pascal is used. Prerequisite: 115a or b, and some college-level mathematics.

4 credits

215a: *Bert Mendelson*

M W F 10:40–11:50 a.m.

215b: *To be announced*

M W F 2:10–3 p.m.

### **216b Data Structures and Topics in Programming**

An intensive version of 215a or 215b, a continuation of 116a. Recommended instead of 215a or 215b for students who plan to major in computer science. Prerequisite: 116a or equivalent.

4 credits

*Patricia Colson*

M W F 2:10–3 p.m.

### **231b Microcomputers and Assembly Language**

Formerly 201b. An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example. Its assembly language will be studied in relation to the assembly languages of other computers, with attention to the dependence upon the physical design of the computer and the interface

between the computer and the outside world, including laboratory applications. Prerequisite: 215a or b, or 216a, or permission of the instructor.

4 credits

*Merrie Bergmann*

M W F 1–2 p.m.

#### 240b Computer Graphics

Graphics primitives. Hardware and packages. Interactive devices and techniques. Geometric transformations in two and three dimensions. Modeling and object hierarchies. Advanced topics as time permits. Prerequisite: 215a or b or 216b, MTH 201a or b.

4 credits

*Patricia Colson*

W 7:30–9:30 p.m.

#### 250a, 250b Foundations of Computer Science

Set theory, algebra, logic, and combinational circuits: automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisite: 115a or b, and some college-level mathematics. (MTH 153a or b is recommended.)

4 credits

250a: *Jane Hill*

T Th 1–2:50 p.m.

250b: *To be announced*

M W F 10:40–11:50 a.m.

#### 252b Design and Analysis of Algorithms

Complexity, recursion, difference equations, sorting, graph algorithms, intractable problems. Prerequisite: 215a or b, 250a or b, MTH 201a or b.

4 credits

*Joan Hutchinson (Mathematics)*

T Th 1–2:50 p.m.

#### 262a Introduction to Operating Systems

Process management, problems of managing concurrent cooperating processes, memory management, input-output devices

and file management. Prerequisite: 231b; 215a or b or 216b

4 credits

*Merrie Bergmann*

M W F 1–2 p.m.

#### 280a Topics in Programming Languages

The evolution of programming languages. Concerns of efficiency in FORTRAN, elegance in Algol-60, simplicity, block structured languages, modularity and data abstraction in Ada, list processing in LISP, object oriented languages, logic programming and principles of language design. Prerequisite: 215a or b or 216b, 250a or b, or permission of the instructor.

4 credits

*To be announced*

M W F 3:10–4 p.m.

#### 290a Introduction to Artificial Intelligence

Machine learning, issues of representation and control, LISP programming, search strategies, and applications. Prerequisite: 215a or b or 216b, 250a or b.

4 credits

*Jane Hill*

T Th 9:30–10:50 a.m.

#### [294b Introduction to Translators and Compiler Design]

Grammars, lexical analysis, recursive descent parsing, bottom-up parsing, attributed grammars, code generation. Lecture and discussion. Prerequisite: 231b, 215a or b or 216b, 250a or b. To be offered in 1988–89.

4 credits

#### 301a, 301b Special Studies

For senior majors, by arrangement with the major adviser.

4 credits

#### 330a Topics in Information Systems

Files and storage structures. The relational, hierarchical, and network models. Query languages, applications. Record manage-

ment services. Relational algebra. Prerequisite: 215a or b or 216b or permission of the instructor.

4 credits

*To be announced*

T Th 3–4:50 p.m.

### [362b Systems Programming]

An introduction to the major aspects of systems programming; assemblers and loaders; compilers; major functions of operating systems, such as memory management, file systems, input-output, multi-programming, and privacy. Prerequisite: 262a, and permission of the instructor. To be offered in 1988–89.

4 credits

### 364b Computer Architecture

A systematic study of the various elements in computer design, including circuit design, storage mechanisms, addressing schemes, and various approaches to parallelism and distributed logic. Prerequisites: 201, 215 or 216.

4 credits

*To be announced*

T Th 3–4:50 p.m.

### 390b Seminar in Artificial Intelligence

Representation and notation, LISP, search strategies, control, communication and perception, applications. Prerequisite: 290a.

4 credits

*Jane Hill*

T Th 9:30–10:50 a.m.

## The Major

**Advisers:** Merrie Bergmann, Patricia Colson, Jane Hill, Bert Mendelson.

Basis: CSC 115a or b, or 116a.

Requirements: 10 semester courses, not including the basis. Required courses: 201b, 215a or b or 216b, 250a or b, MTH 122a or b (effective with the class of 1988, replace MTH 122a or b with MTH 121a or b or equivalent and MTH 153a or b or the equivalent), MTH 201a, and one of the following: MTH 245a, ECO 280b, or PSY 303a.

Four additional courses are required.

(Prior to the class of 1990 one of the four may be outside the major. A partial listing of such courses will be available from the advisers.) Beginning with the class of 1990 one of the four additional courses must be either CSC 252a or CSC 262a or CSC 280a. Beginning with the class of 1991 there is no statistics requirement, CSC 262a is required, and one of the four additional courses must be either CSC 252b or CSC 280a or CSC 294b. At least one computer science course must be at the advanced level.

## The Minor

### 1. Systems Analysis (6 courses)

**Advisers:** Merrie Bergmann, Jane Hill, Bert Mendelson.

This minor is appropriate for a student with a strong interest in computer systems and computer software who would perhaps have chosen computer science as a second major before the minors were offered.

Required Courses:

- 215 Data Structures, or
- 216 Data Structures and Topics in Programming
- 231 Microcomputers and Assembly Language
- 262 Introduction to Operating Systems
- [362 Systems Programming]
- One of:
  - 280 Topics in Programming Languages
  - [294 Introduction to Translators and Compiler Design]
  - 330 Topics in Information Systems

Prerequisite: CSC 115 or 116.

### 2. Computer Science and Language (6 courses)

**Advisers:** Merrie Bergmann, Jane Hill, Bert Mendelson.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

**Required Courses:**

- 215 Data Structures, or
- 216 Data Structures and Topics in Programming
- 250 Foundations of Computer Science (250a or b)
- 280a Topics in Programming Languages
- [294 Introduction to Translators and Compiler Design]
- Two of:
- [PHI 236 Linguistic Structures]
- [PPY 221 Language]
- 390b Seminar in Artificial Intelligence

**Prerequisite:**

- CSC 115 or 116
- MTH 153 (for students who entered after fall 1984)

### 3. Mathematical Foundations of Computer Science (5 courses)

Adviser: Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

**Required Courses:**

- 215 Data Structures, or
- 216 Data Structures and Topics in Programming
- 250 Foundations of Computer Science (250a or b)
- 252 Design and Analysis of Algorithms
- MTH 253 Combinatorics and Graph Theory
- [MTH 303 Advanced Topics in Discrete Applied Mathematics]

**Prerequisites:** CSC 115 or 116, MTH 153, 201.

### 4. Simulation and Modeling (6 courses)

Advisers: Michael Albertson (Mathematics), Charles Staelin (Economics).

This minor is provided for the student who is interested in the building of models to simulate large and/or complex systems, such as those found in economics, government, sociology, biology, astronomy, and other disciplines in the social and physical sciences.

**Required Courses:**

- 215 Data Structures, or
- 216 Data Structures and Topics in Programming
- 252 Design and Analysis of Algorithms
- MTH 210 Introduction to Numerical Methods

**One of:**

- MTH 247 Statistics: Introduction to Regression Analysis

- ECO 280 Econometrics

**Two of:**

- [ECO 229 The Design of Models in Economic Analysis]
- [BIO 341 Biology of Populations]
- AST 222 Galactic and Extragalactic Astronomy or appropriate courses in other disciplines.

**Prerequisites:** CSC 115 or 116, MTH 121, 122, 201.

## Honors

**Director:** Jane Hill.

**Requirements:** normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.



## Five College Departmental Major and Minor in Dance

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**Associate Professor**

Susan Kay Waltner, M.S., *Chair*

**Assistant Professor**

Sharon Park Arslanian, M.A.

**Artist in Residence**

Gemze de Lappe

**Five College Lecturers**

Jim Coleman, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Karen Dearborn, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Terese Freedman, B.A. (Visiting Artist in  
Residence, Mount Holyoke College)

Richard Jones, M.A. (Associate Professor,  
University of Massachusetts)

Daphne Lowell, M.F.A. (Assistant Professor,  
Hampshire College)

Rebecca Nordstrom, M.F.A. (Assistant  
Professor, Hampshire College)

Marilyn V. Patton, M.F.A. (Associate  
Professor, University of Massachusetts)

Peggy Schwartz, M.A. (Visiting Assistant  
Professor, Hampshire College)

Andrea Watkins, Ph.D. (Associate Professor,  
University of Massachusetts)

Hannah C. Wiley, M.A. (Associate Professor,  
Mount Holyoke College)

**Teaching Fellows**

Darci Brown, B.F.A.

Anne Carey, B.S.

Heidi Henderson, B.A.

Denise Lynch, B.A.

Charles Paquette, B.F.A.

Doris Ressler, B.A.

The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst. The faculty operates as one professional group, coordinating curriculum, performances, and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange, and student travel convenient and efficient. Complete Five College course lists and schedules are available to students from the Department of Dance office at Smith College and from the Five College Dance Department office. In addition, stu-

dents may major in theatre with an emphasis in dance. See theatre department listing for further details.

Students planning to major in dance should take 151 and/or 171 in their first year and should take at least one studio class per semester.

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### A. Theory Courses

Pre-registration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

**151a, 151b Elementary Dance****Composition: Improvisation**

Study and improvisational exploration of elements of dance, such as time, space, weight, energy. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L.

4 credits

151a: *Jim Coleman*, Mount Holyoke, T Th 3–5 p.m.

151b: *To be announced*, M W 2:10–4 p.m.

**171a, [171b] Dance in the Twentieth Century**

A survey of the principal influences on and directions of dance from 1900 to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, popular culture (urban folk dance, film, television, and Broadway stage, and Third-World influences). Topic emphasis will be determined by the instructor.

4 credits

Sec. A: *Sharon Arslanian*, Smith, M W F 10:40–11:50 a.m.;

Sec. B: *Karen Dearborn*, Mount Holyoke, M W 3–5 p.m.;

Sec. C: *Shirley Scheer*, UMass, M W F 12:20–1:10 p.m.

**[181a Elementary Labanotation]**

Introduction to Labanotation, a system for recording human movement. Study of symbols that indicate body parts, direction, level and timing for motion and gesture. Emphasis on reading dances and becoming familiar with notated works in a variety of styles. Prerequisite: one semester dance technique. Enrollment limited to 15. To be offered in 1988–89.

4 credits

**241a, 241b Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the

development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20. 4 credits

241a: *Andrea Watkins*, UMass, M W F 9:05–9:55 a.m.

241b: *Terese Freedman*, Mount Holyoke, T Th 9:30–11 a.m.

**252a, 252b Intermediate Dance Composition**

Beginning principles of composition, including exploration of space, shape, and dynamics; basic forms; two-part, three-part, theme and variations, and rhythmic studies. Fundamental principles of composition in the balletic form, including traditional uses of stage space and study of various periods, themes, styles, patterns, designs. Prerequisite: 151a or b. L.

4 credits

252a: *Susan Waltner*, UMass, T Th 9:30–11 a.m.

252b: *Peggy Schwartz*, Hampshire College, to be arranged

**261b Analysis of Rhythm From a Dancer's Perspective**

The study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, elements of composition (dancers will choreograph to specific compositional forms), communication between dancer and musician, and music listening. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15.

4 credits

*Karey Fowler*, UMass

To be arranged

**[272a History of Dance]**

Primal Cultures, Traditional and Contemporary. An investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education. To be offered in 1988–89.

4 credits

**273b History of Dance**

Renaissance, Baroque and through the Nineteenth Century. A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the nineteenth century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances are discussed. Specific topics for discussion may include: the Renaissance courtier and dance; Louis XIV and his court; the Romantic ballerina; ballet in America in the nineteenth century, minstrelsy.

4 credits

*Sharon Arslanian*

M W F 10:40–11:50 a.m.

**274a Dance Ritual and Myth in African Societies (E)**

An investigation of the techniques, themes, and choreography of traditional African dance. Emphasis will be placed on function and use of dance in African communities. For intermediate or advanced dancers or by permission of the instructor. To be offered once only. P.

4 credits

*Pearl Primus, Professor of Ethnic Studies at Amherst College under the Five College Program*

T 1–2:50 p.m., Th 1–2 p.m.

**285a Laban Movement Analysis I**

Laban Movement is a system used to study qualitative aspects of movement. Students will be introduced to the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating, and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre, or permission of the instructor. Enrollment limited to 20. P.

4 credits

*Rebecca Nordstrom, Hampshire College*

T Th 1–3 p.m.

**301a, 301b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and

the chair of the department. Departmental permission forms required.

4 credits

**342b Advanced Studies in Movement Analysis (E)**

Lectures and readings will focus on the kinesiological principles underlying dance movement with emphasis on the causal implications of Newtonian precepts. Students will study dance movement by means of cinematographic, kinematic, and muscular analysis. Topics vary. L. Prerequisite:

241 or P.

4 credits

*Andrea Watkins, UMass*

To be arranged

**[353a], 353b Advanced Dance Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or P.

4 credits

Sec. A: *Jim Coleman*, Mount Holyoke College, to be arranged

Sec. B: *To be announced*, UMass, to be arranged

**377a Advanced Studies in History and Aesthetics of Dance**

This course will explore a specific period, person, or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor and his or her expertise. Topic for 1987–88: History of Dance in the American Musical Theatre. L.

4 credits

*Gemze de Lappe*

T Th 9:30–11:50 a.m.

**377b Advanced Studies in Dance**

Topic for 1987–88: Isadora Duncan.

4 credits

*Gemze de Lappe, Smith College*

T Th 9:30–11:50 a.m.



**386b Laban Movement Analysis II**

Further exploration of the material introduced in Laban Movement Analysis I, including observation and notation of more complex movement, closer scrutiny of the relationship among effort, shape, and space theories, and the study of movement as it relates to varying spatial architecture.

4 credits

*Rebecca Nordstrom*, Hampshire College

To be arranged

**B. Studio Courses**

Studio courses receive 2 credits. Preregistration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to seniors and juniors. Normally students must take partial credit courses in addition to a full course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks.

**113a, 113b Modern Dance I**

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L.

2 credits

113a: *To be announced*, M W 1–2:30 p.m.

113b: *To be announced*, T Th 1–2:30 p.m.

**114a, 114b Modern Dance II**

For students who have taken Modern Dance I or the equivalent. L.

2 credits

114a: *To be announced*, M W 8–10:30 a.m.

114b: *To be announced*, M W 9–10:30 a.m.

**120a, 120b Ballet I**

Introduction to fundamentals of classical balletic form; the understanding of correct body placement, positions of feet, head,

and arms, and the development of elementary habits of movement applicable to the form. L.

2 credits

120a: *To be announced*, T Th 8–9:20 a.m.

120b: *To be announced*, T Th 8–9:20 a.m.

**121a, 121b Ballet II**

An elaboration of the fundamentals of classical balletic forms; the understanding of correct body placement, positions of feet, head, and arms; and the continuing development of movement applicable to the form. L.

2 credits

121a: *To be announced*, T Th 9:20–11 a.m.

121b: *To be announced*, T Th 9:20–11 a.m.

**130a, 130b Jazz I**

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

130a: *To be announced*, T Th 3–4:30 p.m.

130b: *To be announced*, M W 9–10:30 a.m.

**131a Jazz II**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Dance performance attendance and dress code as required by individual instructor.

2 credits

*To be announced*

M W 8–10:30 a.m.

**131b Jazz II**

2 credits

*To be announced*

M W 2:30–4 p.m.

**135b Musical Theatre**

2 credits

*Sharon Arslanian*

M W 1–2:30 p.m.



**[136b Duncan Dance]**

To be offered in 1988–89.

2 credits

**215a Modern Dance III**

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity). Prerequisite: 113a or b, minimum one year of modern dance study.

2 credits

215a: *Charles Paquette*, T Th 1–2:30 p.m.

215b: *To be announced*, T Th 1–2:30 p.m.

**216b Modern Dance IV**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b.

L and P.

2 credits

*To be announced*

T Th 1–2:30 p.m.

**222a Ballet III**

A continued elaboration of ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength, and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Prerequisite: 121a or b. L.

2 credits

*Gemze de Lappe*

W F 8–10:30 a.m.

**223b Ballet IV**

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

2 credits

*Gemze de Lappe*

W F 9–10:30 a.m.

**232a Jazz III**

A further examination of jazz dance principles of polyrhythms, syncopation, and body

isolations with an emphasis on more extended movement phrases and musicality. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*Terese Freedman*, Mount Holyoke College  
M W 10–11:30 a.m.

*Richard Jones*, UMass

M W F 10:30 a.m.–noon

**233a Jazz IV**

Emphasis on extended movement phrases, complex musicality, and development of jazz dance style. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*Sharon Arslanian*

M W 2:10–4 p.m.

**334a Jazz V**

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance, and dress code as required by individual instructor. L.

*Sharon Arslanian*

T Th 3–4:30 p.m.

**317a Modern Dance V**

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Permission/audition. Prerequisite: 261a or b. L and P.

2 credits

*Susan Waltner*

W F 1–2:30 p.m.

**318b Modern Dance VI**

Further refinement of dance technique and performance skills. Permission/audition. Prerequisite: 317a or b. L and P.

2 credits

*To be announced*

W F 1–2:30 p.m.

**324a Ballet V**

Combinations of increasing complexity at the barre. Center work emphasizes adagio,

tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

2 credits

*Gemze de Lappe*

T Th 3–4:50 p.m.

### 325b Ballet VI

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

2 credits

*Gemze de Lappe*

T Th 3–4:30 p.m.

## C. Graduate

### M.F.A. Program

Adviser: Susan Waltner.

"P" indicates that permission of the instructor is required.

#### 400a, 400b Research and Thesis

Production project.

4 credits

F 2:30–4 p.m.

#### 401a, 401b Special Studies

4 credits

F 2:30–4 p.m.

#### 410a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, and jazz. Eight to 10 hours of studio work. Weekly seminar: Rhythmic Analysis. P.

4 credits

*Members of the Department and Molly Porterfield*

To be arranged

#### 410b Theory and Practice of Dance IB

Studio work in dance technique. Weekly

seminar: Dance Education. Prerequisite: 410a. P.

4 credits

*Members of the Department*

M 4–6 p.m.

#### 420a Theory and Practice of Dance IIA

Studio work in dance technique. Weekly seminar: Rhythmic Analysis. Prerequisites: 410a and b. P.

4 credits

*Members of the Department and Molly Porterfield*

To be arranged

#### 420b Theory and Practice of Dance IIB

Studio work in dance technique. Weekly seminar: Dance Education. Prerequisites: 410a and b, 420a. P.

4 credits

*Members of the Department*

M 4–6 p.m.

#### 421a Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography.

4 credits

*Susan Waltner*

M W F 2:10–4 p.m.

#### [440b History and Literature of Dance]

A review of available literature of dance and major dance writers. Prerequisite: two semesters of dance history. To be offered in 1988–89.

4 credits

#### [453a Choreography and Music]

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor. To be offered in 1988–89.

4 credits

## D. The Major

**Advisers:** Sharon Arslanian and Susan Walner.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history, creative and aesthetic studies, scientific aspects of dance, the language of movement (labanotation and laban movement analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

**Requirements:**

1. 171 plus either 272 or 273
  2. 241
  3. 181 or 285
  4. 151 and 252
  5. six courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit.
  6. three courses from the following: 353, 377, 386, 342
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## E. The Minor

**Advisers:** Members of the Smith College Department of Dance

**Requirements:** Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and two studio classes (each worth 2 credits). Three elective courses may be chosen from 241, 252, 272, 273, 285, and 353. One of the elective courses

may consist of two studio courses. It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

**Studio Courses:** Studio courses receive 2 credits. Preregistration for dance technique courses is strongly recommended. Enrollment is limited to 25 students and priority is given to juniors and seniors. Normally students must take partial credit courses in addition to a full course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

**Studio Courses:**

- 113 Modern Dance I
  - 114 Modern Dance II
  - 120 Ballet I
  - 121 Ballet II
  - 130 Jazz I
  - 131 Jazz II
  - 135 Musical Theatre
  - 136 Duncan Dance
  - 137 Baroque Dance
  - 215 Modern Dance III
  - 216 Modern Dance IV
  - 222 Ballet III
  - 223 Ballet IV
  - 232 Jazz III
  - 233 Jazz IV
  - 317 Modern Dance V
  - 318 Modern Dance VI
  - 324 Ballet V
  - 325 Ballet VI
  - 334 Jazz V
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## Honors

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

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## F. Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

**Adviser:** Susan Waltner.



## Interdepartmental Minor in East Asian Studies

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### Advisers

Grace S. Fong, Assistant Professor of Chinese Language and Literature

Daniel K. Gardner, Associate Professor of History, *Director*

\*Steven M. Goldstein, Professor of Government

Henry Li-Hua Kung, Associate Professor of Chinese Language and Literature

†Marylin Rhie, Professor of Art and of East Asian Studies

†Taitetsu Unno, Professor of Religion and East Asian Studies

\*\*Dennis Yasutomo, Assistant Professor of Government

James B. Hubbard, Visiting Assistant Professor of Religion

Maki Hirano Hubbard, Instructor in Japanese Language and Literature (at Smith College Under the Five College Program)

‡Junghee Lee, Visiting Lecturer in East Asian Studies

Linda Lewis, Assistant Professor of Anthropology (at Amherst College Under the Five College Program)

Louisa McDonald, Visiting Lecturer in Art

Miho Ohno, Lecturer in Japanese Language and Literature

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There is as yet no established major or program in East Asian studies. However, students who seek advice about course offerings related to East Asia or who wish to design their own interdepartmental major in East Asian studies may consult with the following advisers: Grace Fong, Daniel Gardner, Dennis Yasutomo, and James Hubbard.

### [HST 218b (C) Thought and Art in the Sung Dynasty (E)]

Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China (960–1279 A.D.). Prerequisite: one course in Chinese history or Chinese art. Enrollment limited to 20. To be offered in 1988–89.

4 credits

### ANT 247a Korean Society (E)

### 250a Modern Japan

An introduction to and analysis of Japanese culture and society in the 20th century.

While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post-World War II society, culture, and political economy.

4 credits

*Dennis Yasutomo*

M W F 10:40–11:50 a.m.

### 270b Colloquium in East Asian Studies

Topic for 1987–88: Monuments of East Asian Buddhist Art. Major monuments of the Buddhist art of China, Korea, and Japan, including the cave temples of Yun-kang, Lung-men, and Tun-huang; the famous temples and images of Korea from the seventh to the tenth century; Korean fourteenth century Buddhist painting; and Japanese temples, such as the Horyuji, Todaiji, Daitokuji, and their arts, will be studied in depth within their historical and artistic context. Offered in alternate years.

4 credits

*Junghee Lee*

Th 1–4 p.m.

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## The Minor

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Eastern civilizations of China and Japan. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Eastern perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

**Requirements:** The first year of Chinese or Japanese language (CHI 100D or JPN 100D) is a prerequisite for admission. The minor will consist of a total of six courses in the following areas:

1. Second-year Chinese or Japanese language (CHI 200 or JPN 200); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
  - I. East Asian art, literature, religion, or other humanities;
  - II. East Asian history, government, economics, or other social sciences.

### Division I:

- [ART 207a The Art of China]
- ART 208a The Art of Japan
- [ART 375b Studies in Asian Art]
- CHI 100D Elementary Chinese
- CHI 200 Intermediate Chinese
- [CHI 250b The Classical Poetic Tradition]
- CHI 251b Traditional Chinese Fiction in Translation
- CHI 322 Modern Chinese (Advanced)
- CHI 324a Newspaper Chinese
- [CHI 325b A continuation of 324a]
- CHI 333b Modern Chinese Literature
- [HST 218b Thought and Art in the Sung Dynasty (E)]
- JPN 100D Elementary Japanese
- JPN 200 Intermediate Japanese
- JPN 260b Modern Japanese Literature
- JPN 300a,b Advanced Japanese (E)

- REL 104a Eastern Religious Traditions
- [REL 110b Poetry as Contemplation]
- REL 271a Buddhist Thought
- [REL 274b Japanese Buddhism and Buddhist Art (E)]
- REL 371b Problems in Buddhist Philosophy

### Division II:

- GOV 226a Government and Politics of Japan
- GOV 228b Government and Politics of China
- [GOV 343b Seminar on Foreign Policy of the Chinese People's Republic]
- GOV 346a Seminar in International Politics: Topic for 1987–88: Conflict and Cooperation in Asia
- [GOV 349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]
- HST 211a The Emergence of China
- [HST 212b East Asia in Transformation, A.D. 900 to c. 1850]
- HST 213a Aspects of Chinese and Japanese History: Topic for 1987–88: Intellectual Foundations of China
- HST 213b Japan Since 1600
- HST 214b Aspects of Chinese History: Topic for 1987–88: Elite Culture in China: The Arts and Letters of the Literati
- [HST 218b Thought and Art in the Sung Dynasty (E)]
- [HST 317b Topics in Chinese History]

## Departmental Major and Minor in Economics

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### Professors

- \*\*Kenneth Hall McCartney, Ph.D.  
Robert T. Averitt, Ph.D.  
Frederick Leonard, Ph.D.  
\*\*Mark Aldrich, Ph.D.  
Cynthia Taft Morris, Ph.D.  
Andrew Zimbalist, Ph.D.  
Randall Bartlett, Ph.D., *Chair*

### Associate Professors

- Charles P. Staelin, Ph.D.  
Robert Buchele, Ph.D.  
Susan B. Carter, Ph.D.  
Karen Pfeifer, Ph.D.  
\*Roger T. Kaufman, Ph.D.  
\*\*Thomas A. Riddell, Ph.D.

### Assistant Professors

- Nola Reinhardt, Ph.D.  
Elizabeth Savoca, Ph.D.  
†Deborah Haas-Wilson, Ph.D.  
Mahnaz Mahdavi, Ph.D.

### Lecturers

- Stephen Cullenberg, B.A.  
†Terisa Turner, Ph.D.

### Visiting Lecturers

- ‡Douglas Vickers, Ph.D.  
‡Donald Katzner, Ph.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the freshman year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253, and SSC 190 as soon after the introductory courses as possible.

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## A. General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand, and an analysis of contemporary economic problems.

4 credits

*Nola Reinhardt, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; M W F 2:10–3 p.m.; T Th 8:10–9:20 a.m.; T Th 9:30–10:50 a.m.

### 150b A repetition of 150a

4 credits

*Nola Reinhardt, Director; Members of the Department*

M W F 8:20–9:10 a.m.; M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 2:10–3 p.m.; T Th 9:30–10:40 a.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.

### 153a Introductory Macroeconomics

Major determinants of inflation, unemployment, and the potential standard of living in the United States.

4 credits

*Mahnaz Mahdavi, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; T Th 9:30–10:40 a.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.; T Th 3–4:10 p.m.

### 153b A repetition of 153a

4 credits

*Mahnaz Mahdavi, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 9:20–10:10

a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.; T Th 3–4:10 p.m.; T Th 3–4:10 p.m.

### SSC 190a, 190b Introduction to Statistics for Social Scientists

See Interdepartmental and Extradepartmental Course Offerings.

### 223a, 223b Principles of Accounting

Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. May not be used to satisfy the minimum course requirement for the major. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores, Five College students, and Smith freshmen, in that order.

4 credits

*To be announced*

T Th 3–4:50 p.m.

### 227b Mathematical Economics

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 121, ECO 153, and 150 (may be taken concurrently).

4 credits

*Stephen Cullenberg*

T Th 1–2:10 p.m.

### [229b The Design of Models in Economic Analysis]

A study of the construction, use, and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation, public policy analysis in such areas as environmental protection and urban decay, the limits to growth, and the study of complex organizations. Emphasis on "hands on" modeling using the computer. No prior computer experience is required. Enrollment limited to 25. Prerequisites: 250a or b, 253a or b, SSC 190a or b, and MTH 121a or

b, or permission of the instructor. To be offered in 1988–89.

4 credits

## B. Economic Theory

### 250a Intermediate Microeconomics

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system are examined. Prerequisite: 150.

4 credits

*Charles Staelin*

Lec. M W F 9:20–10:10 a.m.; dis. M W F 2:10–3 p.m.

### 250b A repetition of 250a

4 credits

*Charles Staelin*

Lec. M W F 9:20–10:10 a.m.; dis. M W F 1–1:50 p.m.

### 253a Intermediate Macroeconomics

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

4 credits

*Frederick Leonard*

Lec. M W F 9:20–10:10 a.m.; dis. W F 10:40–11:30 a.m., F 1–1:50 p.m.

### 253b A repetition of 253a

4 credits

*Elizabeth Savoca*

Lec. M W F 9:20–10:10 a.m.; dis. M W 2:10–3 p.m., F 10:40–11:30 a.m.

### 256a Marxian Political Economy

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory



to the analysis of contemporary American capitalism. Prerequisites: 150 and 153.

4 credits

*Stephen Cullenberg*

T Th 3–4:10 p.m.

### **270b History of Economic Thought**

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

4 credits

*Robert Averitt*

M W F 2:10–3 p.m.

### **280a Econometrics**

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and SSC 190 or MTH 147 or MTH 245, and MTH 121.

4 credits

*Elizabeth Savoca*

T Th 1–2:10 p.m.

## **C. The American Economy**

### **[215a Industrial Organization]**

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures, and antitrust law. Prerequisite: 250. To be offered in 1988–89.

4 credits

### **220a Labor Relations and Public Policy**

The development of the American labor movement and public policy governing labor relations and collective bargaining in the U.S. Current developments in labor

relations and problems facing the American labor movement. Prerequisites: 150 and 153. Recommended background: SSC 190 or MTH 147.

4 credits

*Robert Buchele*

T Th 1–2:10 p.m.

### **221b Human Resources and Employment Policy**

The determinants of employment, earnings, and the distribution of income in the United States. Alternative theories of unemployment, poverty, and discrimination, with emphasis on relevant empirical evidence. The implications of alternative theories and empirical research for employment, training, and welfare policies. Prerequisites: 150 and 153 and SSC 190 or MTH 147.

4 credits

*Robert Buchele*

M W F 1–1:50 p.m.

### **222b Women's Labor and the Economy**

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women in the professions, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150.

4 credits

*Susan Carter*

T Th 1–2:10 p.m.

### **224a Environmental Economics**

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 250a or b or permission of the instructor.

4 credits

*Mark Aldrich*

T Th 8:10–9:20 a.m.

**225a Political Economic Analysis**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200b. 4 credits

*Randall Bartlett*

M W F 3:10–4 p.m.

**230b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Prerequisites: 150 and 153. 4 credits

*Randall Bartlett*

M W F 10:40–11:30 a.m.

**243b Economics of the Public Sector**

The economic roles of government. The impacts of government activities on allocation, distribution, and stabilization. Government intervention vs. market solutions to economic problems. Theory of public choice. Prerequisite: 250. 4 credits

*Frederick Leonard*

M W F 9:20–10:10 a.m.

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 121, and SSC 190. 4 credits

*Douglas Vickers*

T Th 3–4:10 p.m.

**[PPL 265a Water and Policy: Sources, Uses, and Social Control (E)]****275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetar-

ists. Problems in implementing monetary policy. Prerequisite: 253.

4 credits

*Robert Averitt*

M W F 2:10–3 p.m.

**283a American Economic History: Colonial Times to 1870**

Economic change in the United States, including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy, and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150a or b and 153a or b. 4 credits

*Susan Carter*

M W F 10:40–11:30 a.m.

**[285b American Economic History: 1870–1980]**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153. To be offered in 1988–89. 4 credits

**290a Economics of Defense**

The history, institution, operation, and effects of the defense economy in the United States, with a focus on the period since World War II. An examination of U.S. military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on the United States economy. Prerequisites: 150 and 153. 4 credits

*Thomas Riddell*

M W F 9:20–10:10 a.m.

**[315a Seminar: The Economics of Regulation]**

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250. To be offered in 1988-89.  
4 credits

**[317a Law and Economics]**

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety, and evolution of property rights; the problems of common pool resources, including the oceans; the economics of tort, liability, and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250. To be offered in 1988-89.  
4 credits

**326a Seminar: Topics in Macroeconomic Theory**

Special topics in modern macroeconomic theory, including the effects of government deficits on capital accumulation, modern theories of unemployment and inflation, and their welfare costs. Emphasis on both theoretical and empirical findings. Prerequisite: 253.  
4 credits

*Elizabeth Savoca*  
Th 7:30-9:30 p.m.

**[341a Seminar: Economics of Medicine]**

An examination of current economic issues in the health-care field, including costs of medical care, structure of the medical-care industry, utilization of medical services, and the role of medical insurance. Prerequisite: 250. To be offered in 1988-89.  
4 credits

**D. International and Comparative Economics****201b Problems of the Modern Economy**

Topic for 1987-88: To be announced.  
4 credits  
*To be announced*  
To be arranged

**205a International Trade and Commercial Policy**

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the pure theory of international trade, the development of the post-war world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations, and the prospects for the New International Economic Order. Prerequisite: 250.  
4 credits

*Mahnaz Mahdawi*  
M W F 8:20-9:10 a.m.

**206b International Finance**

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system, its past crises, and current prospects. Prerequisite: 253.  
4 credits

*Mahnaz Mahdawi*  
T Th 9:30-10:40 a.m.

**[207b The Early Development of Capitalism in Europe]**

The nature and concept of capitalism. Economic structure and change in Europe at the end of the Middle Ages. The expansion of trade and the growth of towns. Agricultural change and population growth in the transition from feudalism to capitalism. The expansion of commercial capitalism and



the economic crises of the sixteenth and seventeenth centuries. Protoindustrialization and the transformation of rural economies in the eighteenth century. The "European Miracle," or why industrial capitalism came to Europe first. Prerequisites: 150 and 153. To be offered in 1988–89. 4 credits

#### **208b European Economic History**

Covers the industrial revolutions of northwestern Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150 and 153 or permission of the instructor. 4 credits

*Cynthia Taft Morris*

T Th 1–2:20 p.m.

#### **209a Comparative Economic Systems**

A survey of various market and planned economies, including the Soviet Union, Cuba, Sweden, Japan, eastern Europe, France, and China. Analytical emphasis on the distinction between planned and market economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153. 4 credits

*Andrew Zimbalist*

T Th 9:30–10:40 a.m.

#### **211a Economic Development**

The economics of underdeveloped countries. Orthodox and Marxist theories of underdevelopment and development. An overview of current economic issues and development strategies for the Third World. Prerequisites: 150 and 153, or permission of the instructor. 4 credits

*Nola Reinhardt*

M W F 10:40–11:30 a.m.

#### **213b The World Food System**

Examines international patterns of food production and distribution. Considers

major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third-World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third-World agriculture, environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. 4 credits

*Nola Reinhardt*

T Th 9:30–10:50 a.m.

#### **214a Economics of the Middle East and North Africa**

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. 4 credits

*Terisa Turner*

T Th 1–2:10 p.m.

#### **ANT 236b Economic Anthropology**

#### **305a Seminar: International Economics**

Special topics in international trade and commercial policy. Prerequisite: 205 or permission of the instructor. 4 credits

*Charles Staelin*

Th 3–4:50 p.m.

#### **[309b Seminar: Topics in Comparative Economic Systems]**

Prerequisites: 250 or 253; 209 or 211. To be offered in 1988–89. 4 credits

#### **310b Seminar: Analysis of Economic Problems**

Topic for 1987–88: The Economics of Organization Theory. Prerequisites: 250 and



MTH 121 or permission of the instructor.  
4 credits

*Donald Katzner*

T 3–4:50 p.m.

### **311b Seminar: Topics in Economic Development**

A continuation of 211a. Treats special topics in the dynamics of growth and distributive justice, theories and strategies of institutional change, and problems of development planning in underdeveloped countries. Prerequisites: 150, 153, and 211, or permission of the instructor.

Recommended: 250.

4 credits

*Cynthia Taft Morris*

W 7:30–9:30 p.m.

### **318b Seminar: Latin American Economics**

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 150, 153, and 211, or permission of the instructor. Recommended background: 205 and 206.

4 credits

*Andrew Zimbalist*

M 7:30–9:30 p.m.

### **301, 301a, 301b Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

4 credits

## **The Major**

**Advisers:** Robert Averitt, Randall Bartlett, Robert Buchele, Susan Carter, Stephen Cullenberg, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Nola Reinhardt.

Basis 150 and 153

### **Requirements:**

1. SSC 190 (MTH 147 or MTH 245 may substitute for SSC 190).
2. Nine semester courses including the basis, 250, and 253. Neither 223 nor SSC 190 may be used to satisfy the minimum of nine semester courses in economics.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester in Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

## **The Minor**

**Advisers:** Same as for the major.

**Requirements:** six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Any economics courses except 223 and 190 may be included in the remaining three. Crediting procedures are the same as for the major.

## Honors

**Director:** Elizabeth Savoca.

**Basis:** 150 and 153.

### 501a Thesis

8 credits

**Requirements:** 10 semester courses including the basis, SSC 190 (or MTH 147 or 245), 250, 253, and a thesis counting for 8 credits. The thesis must be submitted to the director by the first day of the second semester.

**Examination:** honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

## Departmental Major and Minor in Education & Child Study

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### Professors

Lawrence A. Fink, Ed.D.  
Seymour William Itzkoff, Ed.D.  
Raymond A. Ducharme, Jr., Ed.D.  
Alan L. Marvelli, Ed.D.

### Associate Professors

Sue J. M. Freeman, Ph.D., *Acting Chair*,  
*First Semester*

\*Alan N. Rudnitsky, Ph.D., *Chair*

### Assistant Professors

Cathy Hofer Reid, Ph.D.  
Nicholas B. Paley, Ph.D.

### Lecturers

John Joseph Feeney, M.Ed.  
Gordon L. Noseworthy, Ed.D.  
†Patricia M. MacLachlan, B.A.  
†Cathy Weisman Topal, M.A.T.

**Lecturer and Practice Teaching Supervisor**  
Barbara Fink, M.A.

**Practice Teaching Supervisor**  
Martha Batten, M.Ed.

### Teaching Fellows

Julie Fraticelli, B.A.  
Janice Henderson, B.A.  
Lisa Lebiecki, B.A.  
Katherine R. Shea, A.B.  
Alissa Sheinbach, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary schools, including an *Approved Program* for interstate reciprocity, or with requirements for certificates in public secondary schools are urged to consult the department as early as possible during their college career.

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## A. Historical and Philosophical Foundations

### 110a Change and Challenge in American Education (E)

Current issues and crises in American education are examined from historical, philosophical, psychological, and socio-political perspectives. Includes directed observation in school settings. Not open to students

who have had two or more courses in the department.

4 credits

*Lawrence Fink, Director, and Members of the Department*

M W F 9:20–10:30 a.m.

### 120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education.

4 credits

*Raymond Ducharme*

T Th 9:30–10:50 a.m.

### 121a Foundations of Education

Civilization and the ideals of the Greeks. A study of the lives and writings of Socrates, Plato, Aristotle, and others.

4 credits

*Seymour Itzkoff*

M W F 2:10–3 p.m.

**122b Foundations of Education**

The Western conception of the educated person. Influence of Rousseau, Marx, Dewey, and others in the modern tradition in schooling and society.

4 credits

*Seymour Itzkoff*

M W F 2:10–3 p.m.

**200b Education in the City**

Education problems of the inner city considered in the context of schools, teachers, students, and community.

4 credits

*Nicholas Paley*

T Th 8–9:20 a.m.

**234b Modern Problems of Education**

Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, values, and society.

4 credits

*Seymour Itzkoff*

M W F 1–2 p.m.

**236a American Education**

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

4 credits

*Nicholas Paley*

T Th 8–9:20 a.m.

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**B. The Educational Process****232a Foundations of Secondary Education**

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen.

4 credits

*Nicholas Paley*

Th 3–4:50 p.m.

**235a Child and Adolescent Growth and Development**

A study of theories of growth and develop-

ment of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings.

4 credits

*Cathy Hofer Reid*

T Th 9:30–10:50 a.m.

**235b A repetition of 235a**

4 credits

*Cathy Hofer Reid*

T Th 1–2:50 p.m.

**238b Educational Psychology**

The application of psychological principles of development, motivation, and learning to contemporary educational problems.

4 credits

*Alan Rudnitsky*

M W F 9:20–10:30 a.m.

**[239b Educational Counseling and Guidance]**

Study of various theories of counseling and their application to children and adolescents in educational settings. To be offered in 1988–89.

4 credits

**[248a Special Education]**

A study of current ideas and trends in the educational, political, and social community of the exceptional child. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. To be offered in 1988–89.

4 credits

**332b Children's Literature**

An historical and critical overview of books written for young readers since the fifteenth century, with special emphasis on the distinctive genres. Attention to developing literary styles; the relationship of art text and the milestone books, authors, and illustrators. Admission by permission only. Open to juniors and seniors only.

4 credits

*Patricia MacLachlan*

Th 7:30–9:30 p.m.



**[333b Computers in Education]**

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO. Admission by permission of the instructor. To be offered in 1988-89.  
4 credits

**338a The Reading Process**

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs.  
4 credits  
*Seymour Itzkoff*  
M 7:30-9:30 p.m.

**339b Diagnosis and Remediation of Reading Disabilities**

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness.  
4 credits  
*Sue Freeman*  
W 7:30-9:30 p.m.

**341b The Child in Modern Society**

The place of the child in society; a study of the interactions of children and adolescents with social and educational systems.  
4 credits  
*Cathy Hofer Reid*  
T Th 11-11:50 a.m.

**347a Individual Differences in the Schools**

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required.  
4 credits  
*Sue Freeman*  
Th 1-2:50 p.m.

**349b Children Who Cannot Hear**

Educational, social, scientific, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.  
4 credits  
*Alan Marvelli*  
T Th 9:30-10:50 a.m.

**350b Learning Disabilities**

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems.  
4 credits  
*Sue Freeman*  
Th 1-2:50 p.m.

**353b Education of the Gifted**

What are giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted.  
4 credits  
*Seymour Itzkoff*  
W 7:30-9:30 p.m.

**[356b Curriculum Principles and Design]**

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor. To be offered in 1988-89.  
4 credits

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## **C. The Following Courses Offer Opportunities for Intern Teaching**

**305a The Teaching of Art**

Methods and materials for teaching visual arts in the elementary classroom. Designed

for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years.

4 credits

*Cathy Topal*

M W 2:10–4 p.m.

### PHY 311a, 311b The Teaching of Physics

#### [316b The Teaching of Music]

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years. To be offered in 1988–89.

4 credits

### 345 Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Pre-registration meeting scheduled in April.

12 credits

*Nicholas Paley, Cathy Hofer Reid, Martha Batten, and Members of the Department*  
T 3–4:50 p.m.

### 346a, 346b Curriculum and Methods in Secondary Schools

Two class hours and the practicum for secondary teaching. Recommended background: 232b. Admission by permission of the instructor.

4 credits

*Barbara Fink*

To be arranged

### 381a The Teaching of History and the Social Studies

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor.

4 credits

*Lawrence Fink*

To be arranged

## D. Seminars and Special Studies

### 301a, 301b Special Studies

4 credits

### 323a Seminar in Humanism and Education

Topic for 1987–88: Women, Careers, and Socialization.

4 credits

*Sue Freeman*

W 7:30–9:30 p.m.

### [336b Seminar in American Education]

To be offered in 1988–89.

4 credits

**340b** A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and the Educative Process. Open only to senior majors.

4 credits

*Lawrence Fink*

Th 3–5 p.m.

## E. Graduate

**Advisers:** Members of the Department.

### 400, 400a, 400b Research and Thesis

4 credits

*Members of the Department*

**401a, 401b Advanced Studies**

Open to seniors by permission of the department.

4 credits

*Members of the Department*

**410a Development of Children and Adolescents in Modern Society**

A study of the influence of contemporary social and educational systems on the development of children and adolescents.

4 credits

*Cathy Hofer Reid*

To be arranged

**440b Research in Education**

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor.

4 credits

*Alan Rudnitsky*

Th 3–4:50 p.m.

**452a Perspectives on American Education**

Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees.

4 credits

*Raymond Ducharme*

Th 3–4:50 p.m.

**454b Cognition and Instruction**

A seminar focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor.

4 credits

*Alan Rudnitsky*

M 7:30–9:30 p.m.

**459a, 459b Intern Teaching**

4 credits

*Members of the Department*

**The Major****Director of Teacher Education:**

Alan Rudnitsky.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff.

Requirements: 10 semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course; and 340b taken in the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

**The Minor**

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) are elective. The specific courses taken by a student are worked out with a faculty adviser.

**(a) Special Needs**

**Advisers:** Sue Freeman, Alan Marvelli.

[EDC 248a	Special Education]
EDC 339b	Diagnosis and Remediation of Reading Disabilities (e)
EDC 347a	Individual Differences in the Schools (e)
EDC 349b	Children Who Cannot Hear (e)
EDC 350b	Learning Disabilities (e)
EDC 353b	Education of the Gifted (e)

**(b) Child Development/Early Childhood****Advisers:** Cathy Hofer Reid, Sue Freeman.

- EDC 341b The Child in Modern Society (e)
- EDC 345 Preschool and Elementary Curriculum and Methods (e)
- EDC 347a Individual Differences in the Schools (e)

**(c) Learning and Instruction****Advisers:** Alan Rudnitsky, Cathy Hofer Reid.

- EDC 345 Preschool and Elementary Curriculum and Methods (e)
- [EDC 356 Curriculum Principles and Design (e)]
- EDC 440b Research in Education (e)
- EDC 454b Cognition and Instruction (e)

**(d) Secondary Teaching****Advisers:** Raymond Ducharme, Lawrence Fink.

- EDC 232a Foundations of Secondary Education
- EDC 346 Curriculum and Methods in Secondary Schools
- EDC 301 Special Studies (student teaching)
- EDC 347a Individual Differences in the Schools (e)

One course from Field A (e)

**Student-Initiated minor**

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

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**Honors****Director:** Cathy Hofer Reid.

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

Requirements: those listed in the major; thesis (501a, 502) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.



## Interdepartmental Minor in Engineering

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Director of the Dual Degree Programs in Liberal Arts and Engineering:  
Elaine Henshon, M.S.

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### The Minor

**Emphases in the Minor:**

#### Chemical Engineering

**Adviser:** Kenneth Hellman (Chemistry).

Limited to majors in chemistry or physics. It is appropriate for a student with an interest in the application of chemistry. This minor will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 202.

Requirements: (at Smith) CHM 102a and b; PHY 115a and b; and MTH 205a; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

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#### Computer Engineering

**Adviser:** Patricia Colson (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 115 or CSC 116a; MTH 122 and MTH 153.

Requirements: at Smith: PHY 115a and b; and CSC 231b. At UMass: ECE 211, ECE 214, and ECE 221.

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#### Electrical Engineering

**Adviser:** Patricia Colson (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a and b; and MTH 122.

Requirements: any two at Smith of: PHY 214b, PHY 224a or MTH 202a or b. At UMass: ECE 211, ECE 212, and ECE 214.

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#### Industrial Engineering and Operations Research

**Adviser:** Charles Staelin (Economics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 122, MTH 201; and ECO 150.

Requirements: at Smith: CSC 115a or b, or CSC 116a; and MTH 246a; plus either MTH 247 or ECO 280a. At UMass: IEOR 479, and IEOR 480; plus one additional approved IEOR course.

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#### Mechanical Engineering

**Adviser:** Bruce Hawkins (Physics).

This minor will be pursued by the physics

major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework. Prerequisites: PHY 115a and b; and MTH 202.

Requirements: (at Smith) PHY 220b; and MTH 222a; (at UMass) ME 211, ME 230, and ME 340.

For additional information about the Dual Degree Programs, see page 18.

## Departmental Major and Minor in English Language & Literature

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### Professors

Vernon Judson Harward, Jr., Ph.D.  
Francis Murphy, Ph.D., Litt.D. (Hon.)  
William Hoover Van Voris, Ph.D.  
Elizabeth Gallaher von Klemperer, Ph.D.  
Harold Lawrence Skulsky, Ph.D.  
Dean Scott Flower, Ph.D., *Chair*

### Elizabeth Drew Visiting Professor

Anita Desai

### Associate Professors

<sup>\*\*</sup>Joan Maxwell Bramwell, M.A.  
<sup>\*</sup>Margaret L. Shook, Ph.D.  
Nora Crow Jaffe, Ph.D.  
William Allan Oram, Ph.D.  
Elizabeth Wanning Harries, Ph.D. (English  
Language & Literature and Comparative  
Literature)  
Susan R. Van Dyne, Ph.D.  
Jefferson Hunter, Ph.D.  
Douglas Lane Patey, Ph.D.  
<sup>\*\*</sup>Charles Eric Reeves, Ph.D.  
Joan H. Garrett-Goodyear, Ph.D.  
Ronald Russell Macdonald, Ph.D.

### Assistant Professors

<sup>\*\*</sup>Patricia Lyn Skarda, Ph.D.  
<sup>†</sup>Richard Millington, Ph.D.  
Craig R. Davis, Ph.D.  
Michael Gorra, Ph.D.  
Gillian Kendall, Ph.D.  
Deborah Linderman, Ph.D. (English  
Language & Literature and Film Studies)

### Lecturers

Ann Boutelle, Ph.D.  
<sup>2</sup>Sharon Seelig, Ph.D.  
<sup>1</sup>Patricia Sweetser, Ph.D.

### Visiting Lecturers

Nancy Mason Bradbury, Ph.D.  
Susan Snively, Ph.D.

### Adjunct Lecturer

Elizabeth Loudon, M.A., M.F.A.

Students contemplating a major in English must take as the basis either ENG 207 or GLT 291. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. Any student may receive credit for only two colloquia.

ENG 111 may be repeated, but only with a different instructor and with the permission of the director.

Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for ENG 111.

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## Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken the first semester. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the freshman level, no student will be admitted to a section until she has applied at the English office in Wright Hall 102, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

For writing courses that may be counted toward the major, see Requirements for the Major.

### 111a Forms of Writing

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration.

4 credits

*Susan Van Dyne, Director*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.; M W F 10:40–11:50 a.m.; M W F 1–2 p.m.; M W F 2:10–3 p.m.; M W F 2:10–3 p.m.; T Th 9:30–10:50 a.m.; T Th 9:30–10:50 a.m.; T Th 1–2:50 p.m.; T Th 3–4:50 p.m.

### 111b A repetition of 111a

4 credits

*Vernon Harward, Director*

M W F 10:40–11:50 a.m.; M W F 1–2 p.m.; T Th 9:30–10:50 a.m.

### 112a Writing for Foreign Students

A course in English composition for students whose native language is not English, designed to develop skills of coherent argument, clear writing, and accurate reading. Limited to 15 students.

4 credits

*Elizabeth Loudon*

M W F 1–2 p.m.

### 112b A repetition of 112a

4 credits

*Elizabeth Loudon*

M W F 1–2 p.m.

### AMS 250a Writing About American Social Issues

### 258a Advanced Essay Writing

Emphasis on such practical problems as designing an argument, using evidence, and controlling diction and tone. Reading and analysis of a wide variety of essays. Admission by permission of the instructor.

4 credits

*Nora Crow Jaffe, Patricia Skarda*

W 7:30–9:30 p.m.; Th 3–4:50 p.m.

### 258b A repetition of 258a

4 credits

*Joan Garrett-Goodyear, Nancy Mason*

*Bradbury, Ann Boutelle*

M 7:30–9:30 p.m.; T Th 9:30–10:50 a.m.; Th 7:30–9:30 p.m.

### 260a Writing Poetry

Admission by permission of the instructor.

4 credits

*Susan Snively*

W 7:30–9:30 p.m.

### 260b Writing Poetry

Admission by permission of the instructor.

4 credits

*Susan Snively*

Th 3–4:50 p.m.

### 261a Writing Short Stories

Admission by permission of the instructor.

4 credits

*Anita Desai*

T 3–4:50 p.m.

### 261b Writing Short Stories

Admission by permission of the instructor.

4 credits

*Dean Flower*

Th 3–4:50 p.m.

## First-Level Courses in Literature

### 120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Recommended for freshmen and sophomores. Joan Bramwell, Director.

4 credits

#### A. Fiction

A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf.

*Joan Garrett-Goodyear, Joan*

*Bramwell, Michael Gorra, Elizabeth*



*Harries, William Oram, Nancy Mason Bradbury*

M W F 10:40–11:50 a.m.; M W F 1–2 p.m.; M W F 3–4 p.m.; T Th 9:30–10:50 a.m.; T Th 8–9:20 a.m.; M W F 2:10–3 p.m.

#### **B. Short Poems: An Introduction to Poetry**

Study of the elements of lyric poetry, with emphasis on such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets.

*Elizabeth von Klemperer*

M W F 9:20–10:30 a.m.

#### **C. The Gothic in Literature**

Terror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James.

*Patricia Skarda*

M W F 2:10–3 p.m.

#### **D. Love and the Literary Imagination**

A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence.

*Nora Crow Jaffe*

T Th 1–2:50 p.m.

#### **E. Comic Drama**

Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

*Harold Skulsky*

M W F 10:40–11:30 a.m.

#### **F. Film and Literature**

A comparative study, with special emphasis on questions of narrative form. Problems in twentieth-century art, politics, and culture addressed through films by Eisenstein, Chaplin, Welles, Fellini, Bergman,

Antonioni, and Godard, in conjunction with various modern texts. There will be a screening fee. Viewing times at T 3–4:50 p.m. and Th 7:30–9:30 p.m. Students must attend both viewings.

*Deborah Linderman, Jefferson Hunter*

Sections at M W F 10:40–11:50 a.m.; T Th 9:30–10:50 a.m.

#### **G. Literature of the Wasteland**

A study of how literary texts depict a human landscape without purpose or promise, without meaning or redemption. Readings in Dante, Shakespeare, Conrad, Faulkner, Eliot, Beckett, and others.

*Eric Reeves*

M W F 8:20–9:10 a.m.

#### **H. Medieval Narrative**

A study of epics and sagas in translation from the literatures of England, France, Germany, Scandinavia, and Iceland.

*Vernon Harward*

M W F 1–2 p.m.

#### **I. Reading and Writing Stories**

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization, and style. Writing includes analysis, imitation or parody, and original stories.

*Gillian Kendall*

T Th 9:30–10:50 a.m.

#### **J. Tragic Drama**

Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques.

*William Van Voris*

M W F 9:20–10:30 a.m.

### **120b Colloquia in Literature**

Craig Davis, Director.

4 credits

#### **A. Fiction**

*Sharon Seelig*

M W F 9:20–10:30 a.m.

**B. Fiction***Douglas Patey*

M W F 2:10–3 p.m.

**C. Fiction***Gillian Kendall*

T Th 9:30–10:50 a.m.

**D. Fiction***Nancy Mason Bradbury*

T Th 1–2:50 p.m.

**E. The Gothic in Literature***Nora Crow Jaffe*

T Th 9:30–10:50 a.m.

**F. Reading Shakespeare**

A selection from Shakespeare's tragedies, comedies, histories, and romances, with some consideration of the sonnets.

*Francis Murphy*

M W F 8:20–9:10 a.m.

**G. Tragic Drama***Harold Skulsky*

M W F 10:40–11:50 a.m.

**H. The Icelandic Saga**

A reading in translation of the classic sagas of medieval Iceland. Exploration of the powerful role of women, the intimacy between law and violence, the inevitability of blood-feud, and the grim humor and desperate religion that articulated the saga view of the world.

*Craig Davis*

T Th 1–2:10 p.m.

**I. Reading and Writing Poetry**

Reading of poems from the point of view of the would-be writer; writing includes analysis, imitation or parody, and original poems.

*Margaret Shook*

M W F 2:10–3 p.m.

**J. Comic Drama***William Van Voris*

M W F 9:20–10:30 a.m.

**Second-Level Courses**

**AAS 200a Survey of Afro-American Literature: 1760 to Present**

**AAS 201a The Literature of French-Speaking African and Caribbean Peoples in Translation**

**201a The Reading of Poetry**

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor, and structure—through comparison of lyrics in a variety of styles and historical periods. Prerequisite: one college-level course in literature.

4 credits

*Joan Bramwell*

T Th 1–1:50 p.m.

**201b The Reading of Poetry**

4 credits

*Sharon Seelig*

M W F 1–2 p.m.

**203a The Technology of Reading and Writing**

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy.

4 credits

*Douglas Patey*

T Th 8–9:20 a.m.

**207 The Development of English Literature**

A study of its traditions, conventions, and themes. Two hours of lecture, two hours of discussion. Harold Skulsky, Director, first semester; Margaret Shook, Director, second semester.

8 credits

*Craig Davis, William Oram, Harold Skulsky, first semester; Douglas Patey, Margaret Shook, Elizabeth von Klemperer, second semester.*

M W F 9:20–10:30 a.m., with discussion

hour T 11–11:50 a.m., or M 3–4 p.m.

(All students must be free for at least one of these discussion hours.)

**211b Old English**

A study of the language of Anglo-Saxon England (c. 450–1066) as it is embodied in that period's most powerful and significant poem, *Beowulf*.

4 credits

*Craig Davis*

M W F 10:40–11:50 a.m.

**214a Chaucer**

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Vernon Harward, Director. Sections limited to 25.

4 credits

*Vernon Harward, Craig Davis*

M W F 10:40–11:50 a.m.; M W F 2:10–3 p.m.

**214b A repetition of 214a**

4 credits

*Vernon Harward*

M W F 9:20–10:30 a.m.

**215b Medieval Literature**

A study of Chaucer's *Troilus and Criseyde* and of his dream poems; selected readings from other works in the period, including those by the *Gawain* poet.

4 credits

*Vernon Harward*

T Th 1–2:50 p.m.

**217a Sixteenth-Century Literature**

Authority and rebellion in Renaissance non-dramatic literature. Emphasis on the treatment of politics and love. Genres studied include romance epics, lyrics, sonnet sequences, treatises, dialogues, satires.

More, Castiglione, Machiavelli, Sidney, Shakespeare, Spenser, and others.

4 credits

*William Oram*

M W F 10:40–11:50 a.m.

**218a Shakespeare**

*Romeo and Juliet, 1 Henry IV, 2 Henry IV, As You Like It, Measure for Measure, King Lear, Antony and Cleopatra, The Tempest.*

Harold Skulsky, Director. Sections limited to 25.

4 credits

*Francis Murphy, Eric Reeves,*

*Harold Skulsky*

M W F 8:20–9:10 a.m.; M W F 10:40–11:50 a.m.; T Th 8–9:20 a.m.

**218b Shakespeare**

*Richard III, Richard II, The Merchant of Venice, Hamlet, Twelfth Night, Othello, Macbeth, The Winter's Tale.* William Oram, Director. Sections limited to 25.

4 credits

*William Oram, Ronald R. Macdonald, Gillian Kendall*

M W F 9:20–10:30 a.m.; T Th 9:30–10:50 a.m.; T Th 1–2:50 p.m.

**219a Restoration and Eighteenth-Century Drama (1660–1800)**

Selected major drama from the reopening of the theatres to the end of the eighteenth century. Plays by Dryden, Otway, Wycherly, Congreve, Gay, Goldsmith, and Sheridan. Emphasis on how ideas shape language and form in the plays.

4 credits

*William Van Voris*

M W F 2:10–3 p.m.

**220b Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian,

master of baroque style, educational theorist, and Attorney for the Defense of God.  
4 credits

*Harold Skudsky*

T Th 9:30–10:50 a.m.

### [221b Seventeenth-Century Poetry]

How the major seventeenth-century poets dramatize the tragicomic difficulties of communicating in language and around it; the entanglements of sincerity and insincerity, literalness and figurativeness, private utterance and public, wooing and prayer. Poems by Donne, Jonson, Herbert, Vaughan, Marvell, and some of their contemporaries. To be offered in 1988–89.  
4 credits

### 223b Pope, Swift, and Their Circle

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison, Shaftesbury, and Gay.  
4 credits

*Nora Crow Jaffe*

T Th 1–2:50 p.m.

### 225a British Literature in the Later Eighteenth Century

Topic for 1987–88: Sense and Sensibility. The interplay of reason and feeling, tradition and innovation in novels, journals, essays, and poetry. Special attention to the invention of the gothic novel and new poetic forms, the rise of the woman writer, the engagement of literature with revolutionary politics. Discussion of Johnson, Boswell, Sterne, Cowper, Burney, Radcliffe, Burke, Wollstonecraft, and others.  
4 credits

*Elizabeth Harries*

T Th 1–2:50 p.m.

### 226a The English Novel I

The major English novelists from Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art.  
4 credits

*Douglas Patey*

T Th 1–2:50 p.m.

### 226b The English Novel II

A study of the development of the novel from Emily Brontë to Samuel Beckett. The novel as art, with consideration of such matters as narrative voice and perspective, the uses of plot, strategies of characterization (particularly of heroines), and with some attention to socio-historical contexts.  
4 credits

*Joan Garrett-Goodyear*

T Th 1–2:50 p.m.

### 227a Romantic Poetry

A generic study of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with emphasis on Romantic epics of expanded consciousness, poetry of romantic love, verse satire, elegiac poetry, the meditative lyric, and the poets' criticism.  
4 credits

*Patricia Skarda*

M W F 9:20–10:10 a.m.

### 227b Victorian Poetry and Prose

In 1987–88, focus on Victorian poetry, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites, and Hopkins, for which prose selections will provide literary, cultural, and social contexts.  
4 credits

*Elizabeth von Klemperer*

T Th 9:30–10:50 a.m.; optional discussion hour Th 11 a.m.

### 229a English and Irish Drama since 1850

Selected plays by Wilde, Shaw, Yeats, O'Casey, D.H. Lawrence, T.S. Eliot, Beckett, Pinter, and others in the context of popular melodrama and comedy. Emphasis on the ways major writers use dramatic conventions to reveal aesthetic, religious, social, and political values.  
4 credits

*William Van Voris*

M W F 10:40–11:30 a.m.

### [230b Joyce]

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses*, and *Finnegans Wake* (selections). To be offered in 1988–89.  
4 credits



**232a American Literature from 1820 to 1865**

A survey of literary and cultural concerns in the writing of Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, Dickinson, and others.

4 credits

*Francis Murphy*

M W F 9:20–10:30 a.m.

**233b American Literature from 1865 to 1914**

A survey of major figures: Twain, Howells, James, Whitman, Jewett, Chopin, Wharton, and Dreiser.

4 credits

*Francis Murphy*

M W F 9:20–10:30 a.m.

**234a Modern American Writing**

Study of the major figures of American modernism: Eliot, Pound, Crane, Stevens, Frost, Williams, Faulkner, Hemingway, and Fitzgerald.

4 credits

*Dean Flower*

T Th 9:30–10:50 a.m.

**[235b Recent American Writing]**

Study of selected novelists and poets since 1945, with particular emphasis on Welty, Bishop, Nabokov, O'Connor, Updike, Lowell, and Merrill. To be offered in 1988–89.

4 credits

**AAS 237b Major Black Writers: Fiction****CLT 238b Romanticism****239b American Women Poets**

A survey of selected women poets in the twentieth century including, among others, Moore, Bishop, Brooks, Sexton, Plath, and Rich.

4 credits

*Susan Van Dyne*

M W F 10:40–11:30 a.m.

**241b Idea and Form in Twentieth-Century Fiction**

The modern novel with particular empha-

sis on Proust, Kafka, Camus, Mann, and Connell.

4 credits

*Jefferson Hunter*

M W F 9:20–10:30 a.m.

**245a Modern British Literature**

Major works of modern British poetry, drama, and fiction 1900–1935. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley.

4 credits

*Elizabeth von Klemperer*

M W F 1–2 p.m.

**246b British Literature Since 1935**

British literature, culture, and politics since World War II. Readings in Orwell, Auden, Larkin, Pinter, Drabble, Burgess, Scott, and others.

4 credits

*Michael Gorra*

M W F 10:40–11:30 a.m.

**247b Modern Indian Writing in English (E)**

A study of the major writers of twentieth-century India, with emphasis on such figures as Tagore, Narayan, Singh, Rao, Jhabvala, Anand, Das, Joshi, Rushdie, and others. Discussion of the ways in which writers have responded to myth, to the conflicts of western ideas in traditional Indian society, to historic events such as the Gandhi Movement, and Independence and Partition. Works studied in their original English or in English translation.

4 credits

*Anita Desai*

T Th 3–4:50 p.m.

**[248a New Literatures in English: Fiction of the British Commonwealth]**

The literary legacy of the British Empire. A study of the fiction written in English by colonized and colonizers alike in India, Africa, the Pacific, and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Kipling, Rushdie,

Desai, Achebe, Gordimer, Mansfield, Naipaul, and others. To be offered in 1988–89.  
4 credits

### 249b Mystery in Film and Fiction (E)

A study of the way popular mystery genres—*film noir*, murder mysteries, detective stories—have inspired complex narrative experimentation in modern fiction and film. Emphasis on the manipulation of generic conventions, intertextuality, parody and self-reference, the *Doppelgänger* theme, and the relation of literary impressionism to cinematic investigation. Fiction to be studied will include works by Borges, Robbe-Grillet, Faulkner, Greene, Nabokov, and Poe. Films will include *The Maltese Falcon* (Huston), *The Big Sleep* (Hawks), *Vertigo* (Hitchcock), *The Spider's Stratagem* (Bertolucci), *The Passenger* (Antonioni), *Shoot the Piano Player* (Truffaut), and *Chinatown* (Polanski). Recommended background: at least one college-level literature course and one course in film studies. Screening fee.

4 credits

Dean Flower

M W F 1–2 p.m.; viewing times M 2:10–4 p.m.; or W 2:10–4 p.m.

### 250b The King James Bible and Its Literary Heritage

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, and Faulkner. Recommended background: REL 210 and 220.

4 credits

William Van Voris

M W F 1–2 p.m.

### AMS 250a Writing About American Social Issues

GLT 291 A Survey of Selected European Masterpieces from Homer to Tolstoy  
See Interdepartmental and Extradepartmental Course Offerings.

### CLT 295a The Imagination and the City

CLT 296a Proseminar: Contemporary Literary Theory

## Third-Level Courses

All third-level courses are seminars and consequently limited to 12 and open only to seniors and juniors.

### 301, 301a, 301b Special Studies

4 credits

### 313a The English Drama in the Age of Shakespeare

The evolution and interplay of structure, theme, and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined.

4 credits

Gillian Kendall

T 3–4:50 p.m.

### 317b Topics in Seventeenth- and Eighteenth-Century English Literature

Topic for 1987–88: Jane Austen and the eighteenth-century tradition of women's writing. Reading of Austen's six novels and the unfinished fragment *Sanditon*, along with important earlier novels by women (Radcliffe's *Mysteries of Udolpho*, Burney's *Evelina*, Edgeworth's *Castle Rackrent*, and a tale by Mrs. Manley). Recommended background: either 207 or 226a.

4 credits

Douglas Patey

T Th 11–11:50 a.m.

### [322b Romantic Poetry]

To be offered in 1988–89.

4 credits

### 325a Studies in Nineteenth-Century Fiction

Topic for 1987–88: Ambition and Adultery

What unites, what separates, the national traditions of which the nineteenth-century novel is composed? The novel considered as an expression of liberal bourgeois individualism; the tropes under which that individualism is most commonly played out—adultery for women and ambition for men. Novels by Balzac, Flaubert, Eliot, Dostoevsky, Tolstoy, James, and Wharton; some additional readings in literary criticism.

4 credits

*Michael Gorra*

T Th 1–2:50 p.m.

**333b A Major British or American Writer**  
Topic for spring 1988: The Brontës.

4 credits

*Margaret Shook*

T 3–4:50 p.m.

**339b American Literature**

Topic for 1987–88: T.S. Eliot, Robert Frost, and Wallace Stevens, three major voices in twentieth-century American poetry.

4 credits

*Francis Murphy*

M 7:30–9:30 p.m.

**341a Religious Poetry**

Problems arising from two periods of theological and poetic change, the Renaissance and the twentieth century: tension between traditional religious language and individual, empirical observation; the special goals, limitations, and innovations of religious poets; and the problems of belief, then and now. Emphasis on such poets as Donne, Herbert, Vaughan, Hopkins, Eliot, and Sexton.

4 credits

*Eric Reeves*

T Th 9:30–10:50 a.m.

**ITL 342b Contemporary Literature and Cinema**

**343b Satire**

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and

Juvenal through Shakespeare, Swift, and Pope to Byron, Waugh, West, and Vonnegut.

4 credits

*Nora Crow Jaffe*

W 7:30–9:30 p.m.

**346a Women and Literature**

Topic for 1987–88: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon. Critical and theoretical essays by Culler, Eagleton, Felman, Gilbert and Gubar, Kolodny, Showalter, and others.

4 credits

*Susan Van Dyne*

M 7:30–9:30 p.m.

**FLS 349b Women and Cinematic Representation**

## Graduate

**401, 401a, 401b Graduate Special Studies**

Independent study for graduate students.

Admission by permission of the Chair.

4 credits

## The Major

**Advisers:** Joan Bramwell, Craig Davis, Michael Gorra, Gillian Kendall, Elizabeth Harries, Vernon Harward, Jefferson Hunter, Nora Crow Jaffe, Ronald R. Macdonald, Francis Murphy, Douglas Patey, Eric Reeves, Margaret Shook, Patricia Skarda, Harold Skulsky, William Van Voris, Elizabeth von Klemperer.

**Adviser for Study Abroad:** Vernon Harward.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.



**Requirements**

1. 207 or GLT 291.
2. 214a or b;
3. 218a or b;
4. eight additional courses including:
  - (a) one course in Medieval or Renaissance literature (211, 215, 217, a second semester of 218, 220, [221], 313);
  - (b) one course in Augustan or Romantic literature (219, 223, 225, 226a, 227a, 317, [322], 343, CLT 238);

Students who take both survey courses (207 and 291) may omit the historical requirements 4a and 4b.

No colloquia (120) or writing courses are required for the major. Students may, however, count up to two colloquia toward the major, or two courses in advanced writing (258, 260, 261), but not more than a total of three such courses.

Students may take up to two semester courses in a foreign literature (not language), or two upper-level film courses taught in a literature department, toward an English major.

No required courses may be taken for an S/U grade except for one course in writing.

Majors are strongly recommended to take courses in American literature and in twentieth-century literature.

**The Minor**

**Advisers:** Members listed in the catalogue as advisers for the major will also serve as advisers for the minor.

The minor may take one of four forms:

- (a) emphasis on literature: 207; one course on a major figure (Chaucer, Shakespeare, Milton); and two courses in British or American literature above the 100 level;
- (b) emphasis on American literature: 232; 233; one course in American or Afro-American literature above the

100 level; one English department seminar or Special Studies of which at least half deals with American or Afro-American literature; and one appropriate course in British literature above the 100 level;

- (c) emphasis on writing: three writing and two literature courses, all above the 100 level, to be chosen by the student in consultation with her adviser for the minor;
- (d) emphasis on the relation between English literature and the European literary tradition as defined by General Literature 291. Requirements: GLT 291; English 220; and two of the following: 223, 226a, 227a, [248]

**Honors**

**Director:** for the Class of 1988, Susan Van Dyne; for the Class of 1989, Nora Crow Jaffe.

**501a Thesis**

8 credits

**Requirements:** students in honors must fulfill the general requirements of the major. They will normally be given priority in seminars. In the first semester of the senior year they will present a thesis (501a) to count for one semester course beyond the 12 courses in English required for the major. In either the first or second semester of the senior year, they may carry three rather than four courses. Preference will be shown applicants with B+ marks in literature courses or with strong faculty recommendations.

**Examination:** the honors examination taken in the spring of the senior year will cover four major works, selected by the student and approved by the department, which represent different periods and genres in English and American literature



## Interdepartmental Minor in Ethics

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### Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*  
 \*\*Myron Glazer, Professor of Sociology & Anthropology  
 Malcolm B.E. Smith, Professor of Philosophy  
 Elizabeth V. Spelman, Assistant Professor of Philosophy  
 Kathryn Addelson, Professor of Philosophy

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This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222b, Ethics, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

[PHI 235b	Morality, Politics, and the Law]
PHI 245a	Philosophy of Law: Property
PHI 304a	Value Theory
REL 250a	Social Ethics I
[REL 250b	Social Ethics II]
REL 353a	Seminar: Medical Ethics
SOC 211a	Ethical Issues in Social Organizations
SOC 305a	Seminar: Qualitative Methods

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

## Departmental Minor in Exercise & Sport Studies

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### Professor

Caryl Miriam Newhof, M.S.

### Associate Professors

Donald Steven Siegel, Ed.D., *Chair*

James H. Johnson, Ph.D.

### Assistant Professor

**\*\***Barbara A. Brehm, Ed.D.

### Teaching Fellows

Anne Johansson, Graduate of  
Lundby Gymnasium

Patricia Manning, B.S.

Lynda Ransdell, B.S.

Bridget White, B.A.

Marilyn Bradley, B.S.

Susan Colodny, A.B.

Nancy Feldman, B.S.

Laura Graf, B.S.

## A. Theory Courses

### 100b Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior.

4 credits

*James Johnson, Donald Siegel*

M W F 9:20–10:30 a.m.

### 140a Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease, and aging. Enrollment limited to 25.

4 credits

*Barbara Brehm*

T Th 8–9:20 a.m.

### 210a Kinesiology

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics, and qualitative analysis of exercise, sport, and dance.

4 credits

*James Johnson*

T Th 9:30–10:50 a.m., lab Th 1–2:50 p.m.

### 215b Exercise Physiology

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 105 or 150, or permission of the instructor.

4 credits

*James Johnson*

T Th 9:30–10:50 a.m., lab Th 1–2:50 p.m.

### 301a, 301b Special Studies

4 credits

*Members of the Department*

### [340b Current Research in Health Science]

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisite: 140, or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. To be offered in 1988–89.

4 credits

## B. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, and knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students receive one credit for each completed section, with no more than four performance courses for credit counted toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

### 120a, 120b Advanced Lifesaving

Provides the skills and knowledge necessary to allow those successfully completing the course to effect safe rescues in aquatic emergencies. ARC certification upon successful completion. Enrollment limited to 20.

1 credit

120a: *Laura Graf*, Th 7:30–9:30 p.m.

120b: *Laura Graf*, M 7:30–9:30 p.m.

### 121a, [121b] Aerobic Dance

Choreographed dance routines to music.

1 credit

*Barbara Brehm*, T Th 3–3:50 p.m.

### 122a, 122b Aerobics

Introduction to the principles of aerobic training, methods of participation, and actual training to improve aerobic power. Students are systematically monitored for maximum oxygen consumption throughout the semester while engaging in individually planned aerobic training programs. Enrollment limited to 20.

1 credit

122a: *Barbara Brehm*, T 11–11:50 a.m.

122b: *Patricia Manning*, T 11–11:50 a.m.

### 123b Badminton

The development of badminton skills, principles, evolution, strokes, and strategy. Enrollment limited to 16.

1 credit

*Bonnie May*

T Th 1–1:50 p.m.

### 125a, 125b Fencing (Beginning)

The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20.

1 credit

*Jacqueline Blei*

125a: T Th 9:30–10:20 a.m.; T Th 11–11:50 a.m.

125b: T Th 11–11:50 a.m.

### 149b Fencing (Intermediate)

Development of compound attack and defense based on combination of disengage, beat, lateral parries, and reposte. Circle parries, binds, and the concept of remise and reprise will also be presented. Prerequisite: 125a or b or permission of the instructor. Enrollment limited to 16.

1 credit

*Jacqueline Blei*

T Th 9:30–10:20 a.m.

### 129a Outdoor Skills I

Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements, and planning. Students should plan to make one or two weekend trips.

1 credit

*Patricia Manning*

Th 3–4:50 p.m. (Sept. 10–Oct. 29)

Th 7:30–9 p.m. (Oct. 30–Dec. 10)

### 131a, 131b Physical Conditioning

The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 18.

1 credit

131a: *Barbara Brehm*, M W 3:10–4 p.m.;

*James Johnson*, T Th 3–3:50 p.m.

131b: *Bridget White*, M W 3:10–4 p.m.;

*Bridget White*, T Th 3–3:50 p.m.

**132a, 132b SCUBA Diving**

The use and care of equipment, safety, the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the department. Enrollment limited to 18.

1 credit

*David Stillman*

W 7:30–9:30 p.m.

**134b Springboard Diving**

The understanding of the principles and the development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories.

Enrollment limited to 8.

1 credit

*Kim Bierwert*

M W 2:10–3 p.m.

**135a, 135b Squash (Beginning)**

Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash. Enrollment limited to 12.

1 credit

135a: *Caryl Newhof*, M W 8–8:50 a.m.;

*Lynda Ransdell*, M W 2:10–3 p.m.; *Caryl Newhof*, T Th 8–8:50 a.m.

135b: *Susan Colodny*, M W 9:20–10:10 a.m.; M W 2:10–3 p.m.; *Lynda Ransdell*, T Th 9:30–10:20 a.m.

**148b Squash (Intermediate)**

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: Permission of the instructor. Enrollment limited to 12.

1 credit

*Caryl Newhof*, T Th 1–1:50 p.m.

**136a, [136b] Stress Management**

The physical and psychological components of stress, identification of personal stress-provoking situations and irritants, and techniques for daily stress management. Enrollment limited to 20.

1 credit

*Barbara Brehm*,

T 1–2:50 p.m.

**137a Swimming**

Theory and performance of swimming. Swimming techniques, including strokes, turns, and survival methods.

1 credit

*To be announced*

T Th 9:30–10:20 a.m.

**138b Synchronized Swimming**

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines.

1 credit

*To be announced*

*To be arranged*

**139a, 139b Tennis (Beginning)**

The development of tennis skills, principles, evolution, strokes, and strategy. Enrollment limited to 12.

1 credit

139a: *Anne Johansson*, M W 8–8:50 a.m.;

*Susan Colodny*, M W 10:40–11:30 a.m.;

*Donald Siegel*, T Th 9:30–10:20 a.m.; *Susan Colodny*, T Th 11–11:50 a.m.

139b: *Patricia Manning*, T Th 8–8:50 a.m.;

*Patricia Manning*, T Th 9:30–10:20 a.m.;

*Susan Colodny*, T Th 11–11:50 a.m.

**146a, 146b Tennis (Intermediate)**

The development of stroke consistency, shot direction, and singles and doubles strategy. Prerequisite: permission of the instructor. Enrollment limited to 12.

1 credit

146a: *Donald Siegel*, M W 1–1:50 p.m.;

*Anne Johansson*, M W 2:10–3 p.m.

146b: *Anne Johansson*, M W 1–1:50 p.m.;

*Anne Johansson*, M W 9:20–10:10 a.m.;

*Anne Johansson*, M W 2:10–3 p.m.; *Donald Siegel*, T Th 2–2:50 p.m.

**246b Tennis (Advanced)**

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: 3.5 rating on the National Tennis Rating System or permission of the instructor.

1 credit

*Donald Siegel*

T Th 3–3:50 p.m.



[142a], 142b Water Safety Instructor Instruction in techniques, theory, and teaching methods of swimming and life-saving courses. American Red Cross certification upon successful completion. Prerequisites: current ARC Advanced Life-saving Certificate and advanced skill in swimming.

2 credits

142b: *To be announced*, T Th 1:30–2:50 p.m., plus one hour to be arranged

### 143a, 143b Yoga

Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments, and imbalances.

1 credit

*Jyoti Hansa Cripps*

143a: (I) Th 1–2:50 p.m.; (II) Th 3–4:50 p.m.

143b: Th 1–2:50 p.m.

### 147b Yoga

The yoga of B. K. S. Iyengar—Continuing Level. Refinement of postures and breathing techniques taught in 143. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 143.

1 credit

*Jyoti Hansa Cripps*

Th 3–4:50 p.m.

### 145a Self-Defense

The use of defensive and offensive moves to develop poise and enable the effective handling of threatening situations.

1 credit

*To be announced*

T Th 11–11:50 a.m.

### 150a Officiating Women's Sports (E)

A course for learning the technique of officiating women's field hockey or basketball. There will be an opportunity to become a certified official.

1 credit

*Caryl Newhof, Bonnie May*

To be arranged

## C. Performance Courses—Non-credit

The following courses are offered on an elective, non-credit basis. Classes usually meet twice per week for six weeks.

Key:

(f) = Fall

(x) = Winter I

(y) = Winter II

(s) = Spring

### Aerobic Dance

f, x: *Lynda Ransdell*, M W 7:30–8:20 p.m.

y, s: *Laura Graf*, T Th 7:30–8:20 p.m.

### Aquatic Conditioning

*Bridget White*

x: M W 2:10–3 p.m.

y: T Th 2–2:50 p.m.

### Canoeing

f: *Patricia Manning*, M W 1–1:50 p.m.

s: *Lynda Ransdell*, M W 1–1:50 p.m.

### CPR

*Donald Siegel*

f–x: T 7:30–9:30 p.m.

### Crew

*Laura Graf*

f: M W 2:10–3 p.m.; T Th 3–3:50 p.m.

s: M W 2:10–3 p.m.; M W 3:10–4 p.m.;

T 3–3:50 p.m.

### First Aid

*To be announced*

f–y: Th 7:30–9:30 p.m.

### Golf (Beginning)

*Caryl Newhof*

f–s: M W 1–1:50 p.m.

### Lacrosse (Beginning)

*Jacqueline Blei*

x: M W 3:10–4 p.m.

### Personal Fitness (P)

*To be announced*

f–x–y: T Th 5–5:45 p.m.

**Sculling***To be announced*

f: M W 3:10–4 p.m.; T Th 11–11:50 a.m.;

T Th 4–4:50 p.m.

s: T Th 9:30–10:20 a.m.; T Th 11–11:50 a.m.

**Squash (Beginning)**f: *Lynda Ransdell*, M W 10:40–11:30 a.m.x: *Lynda Ransdell*, M W 10:40–11:30 a.m.y: *Lynda Ransdell*, T Th 11–11:50 a.m.**Swimming (Beginning)**f: *Bridget White*, M W 10:40–11:30 a.m.*Bridget White*, M W 2:10–3 p.m.x: *Bridget White*, M W 10:40–11:30 a.m.;

T Th 2–2:50 p.m.

y: *Bridget White*, T Th 11–11:50 a.m.;

T Th 2–2:50 p.m.

s: *Bridget White*, T Th 11–11:50 a.m.**Tennis (Advanced Drill)**f: *Anne Johansson*, T Th 8–8:50 a.m.x: *Anne Johansson*, M W 3:10–4 p.m.**Ten-k Class***To be announced*

f: M W 2:10–3 p.m.

s: T Th 9:30–10:20 a.m.

**Uechi-Ryu Karate***To be announced*

f-s: M W 3:10–4 p.m.

**Riding**

Recreational riding, non-credit riding instruction, and participation in competitive riding are all available at Smith College.

The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for these classes. Further information may be obtained from the Smith College Riding Stable, extension 2734.

**D. Graduate Courses**

Adviser: James Johnson.

**405a, 405b Theoretical and Practical Foundations of Coaching**

Assisting in the coaching of an inter-scholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.

4 credits

*Caryl Newhof*

To be arranged

**406a, 406b Advanced Practicum in Coaching**

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisites: 405a and 405b.

4 credits

*Caryl Newhof, Director*

To be arranged

**410b The Anatomical and Mechanical Analysis of Movement**

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics.

4 credits

*James Johnson*

M W F 8:20–9:10 a.m.; lab to be arranged

**[415a The Physiology of Exercise]**

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 215b or undergraduate exercise physiology. To be offered in 1988–89.

4 credits

**420a, 420b Special Studies**

In adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or

other approved topics. Hours scheduled individually.

4 credits

*Members of the Department*

#### **425a Current Issues in Coaching**

Current issues in coaching will be examined with special emphasis on problems affecting programs for women and women in the profession.

4 credits

*Caryl Newhof*

T Th 9:30–10:50 a.m.

#### **[430a Statistical Methods for Exercise and Sport Studies]**

Quantitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. To be offered in 1988–89.

4 credits

#### **440b Microcomputers in Exercise and Sport Studies**

Examination of computer utilization in the organization and administration of physical activity programs. The major course components include: a) developing systems for data acquisition and analysis in a human performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs.

4 credits

*Donald Siegel*

M W F 10:40–11:50 a.m.

#### **450, 450a, 450b Thesis**

4 credits

*Members of the Department*

#### **460a, 460b Supervised Teaching in Physical Education**

Individually arranged.

4 credits

#### **[465b Seminar in Skill Acquisition and Performance]**

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required. To be offered in 1988–89.

4 credits

#### **470a Psychology of Sport**

An examination of sport from a psychological perspective. Topics include sport and culture, competition, personality, gender differences, mental imagery, and group processes.

4 credits

*Donald Siegel*

M W F 9:20–10:30 a.m.

#### **[475b Sports Medicine: Concepts in Care and Prevention of Athletic Injury]**

Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: permission of the instructor. Recommended: 410b. Enrollment is limited. To be offered in 1988–89.

4 credits

### **The Minor in Exercise and Sport Studies**

**Advisers:** Barbara Brehm, James Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance courses. Course selection for the minor must be approved by a faculty adviser.

## Interdepartmental Minor in Film Studies

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### Advisers:

\*Hans R. Vaget, Professor of German  
Language & Literature and Comparative  
Literature, *Director*

Dean Flower, Professor of English  
Language & Literature

Barbara Kellum, Assistant Professor of Art  
Deborah Linderman, Assistant Professor of  
English Language & Literature and of  
Film Studies

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### Assistant Professor

Deborah Linderman, Ph.D. (English  
Language & Literature and Film Studies)

### 200a Introduction to Film Studies

An introduction to principles of cinematic coding and narrativity, this course will deal with basic formal principles of editing, sound, camerawork, ideology in film, and film history. We will commence with so-called "primitive films" and will conclude with certain key readings in semiotics. As of 1988–89, this course will be a prerequisite for all other courses in the FLS program.

Screening fee.

4 credits

*Deborah Linderman*

T Th 1–2:50 p.m.; film viewing M or W 7:30–9:30 p.m.

### GER 228b The New German Cinema

### 231a Great Directors

A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. Topic for 1987–88: Alfred Hitchcock. Admission by permission of the instructor. Screening fee.

4 credits

*Barbara Kellum*

T 3–4:50 p.m.; film viewing: M 7–10 p.m.

### [241a Genre/Period]

Focus on a historically significant genre and/or period. Analysis of representative

works, their technical conventions, and ideological profile. To be offered in 1988–89.  
4 credits

### ENG 249b Mystery in Film and Fiction (E)

### 349b Women and Cinematic Representation

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine spectatorship, of feminine identification with patriarchy's dominant images, of the possibility of production of counter-images, and finally of a specifically feminist alternative cinema. Films will be accompanied by theoretical and other readings. Questions of feminine subjectivity and desire will be consistently engaged. Recommended background: at least one course in film studies. Screening fee.

4 credits

*Deborah Linderman*

Th 3–4:50 p.m.; film viewing, W 7:30–9:30 p.m.

### 351b Film Theory

Readings in classical film theory, including Munsterberg, Eisenstein, and Bazin, will be taken up in relation to appropriate "tutor films." There will follow readings in contemporary theory such as that of Metz,



Heath, and Daudry, and certain applied critical analyses of specific film texts by Belour, the editors of *Cahiers-du Cinema* and feminist film theoreticians. The course will conclude with consideration of avant-garde theory and its relation to avant-garde film texts as well as classical ones. Permission of the instructor is required. Screening fee.

4 credits

*Deborah Linderman*

T 3–4:50 p.m.; film viewing, M 7:30–9:30 p.m.

FLS 349b	Women and Cinematic Representation
GER 228b	The New German Cinema
ITL 342b	Contemporary Literature and Cinema

## The Minor

**Advisers:** Hans R. Vaget, Director (German Language & Literature and Comparative Literature), Dean Flower (English Language & Literature), Barbara Kellum (Art), Deborah Linderman.

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts, and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

**Requirements:** six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

**Required courses:**

FLS 200a	Introduction to Film Studies
FLS 351b	Film Theory

**Electives:**

AAS 238b	Afro-Brazilian Literature and Film
ENG 120a	Film and Literature
ENG 249b	The Mystery in Film and Fiction (E)
ENG 258a	Advanced Essay Writing
FRN 228a	French Cinema
FLS 231a	Great Directors
[FLS 241a	Genre/Period]

## Departmental Majors in French Language & Literature

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### Professors

Josephine Louise Ott, Ph.D.

Marie-José Madeleine Delage, Lic. ès L.,

D.E.S., Docteur en Histoire

Patricia Weed, Ph.D.

\*Lawrence Alexander Joseph, Ph.D.

§James J. Sacré, Ph.D.

David R. Ball, Lic. ès L., Docteur en

Littérature Générale et Comparée

(French Language & Literature and

Comparative Literature), *Chair*

Marilyn Schuster, Ph.D. (French Language

& Literature and Comparative Literature)

### Instructor

Laurence Bastidon, M.A.

### Lecturers

Lucile Martineau, A.M., M.S.W.

<sup>†</sup>Nicole Ball, C.A.P.E.S. de lettres Modernes

<sup>†</sup>Margaret Mauldon, Ph.D.

### Sèvres Visiting Lecturer

Jeanne Verdun, Agrégée de l'Université

### Visiting Lecturer

Diane Crowder, Ph.D.

### Associate Professors

§Mary Ellen Birkett, Ph.D.

Ann Leone Philbrick, Ph.D.

### Assistant Professors

Martine Gantrel, Agrégée de l'Université

Denise Rochat, Ph.D.

\*\*Janie Vanpée, Ph.D.

Titus Suck, Ph.D.

All classes and examinations in the department are conducted in French with the exception of cross-listed courses. In all language courses, slide lectures, films, and work in the language laboratory will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 207.

Qualified students may apply for residence in La Maison Française, Dawes House.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100D Intensive Elementary French

An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. Not open to students presenting entrance units in French except by permission of the department. Six class hours a week plus lab.

12 credits

Lec. Th 3-4:50 p.m.

Sect. *Patricia Weed* (first semester),

*Laurence Bastidon* (second semester),  
M W F 1–2 p.m., T Th 11–11:50 a.m.;  
*Josephine Ott*, M W F 9:20–10:30 a.m.,  
T Th 9:30–10:50 a.m.

### 101 Elementary French

A one-year non-intensive elementary course. Open to students with no previous credit in French or fewer than two entrance units. Four class hours a week plus lab.  
8 credits

Sect. *Martine Gantrel*, M W F 8–9:10 a.m.;  
*Ann Philbrick*, M W F 9:20–10:30 a.m.; *Titus Suck*, M W F 10:40–11:50 a.m.

### 150a Low Intermediate French

Oral work and grammar review based on the study of modern texts. Reading will include short works and a screenplay by Jean-Paul Sartre. Various aspects of French culture will be emphasized. Prerequisite: 2 or 3 entrance units. Four class hours per week plus lab.  
4 credits

Lec. Th 3–4:50 p.m.; Sect. *Jamel Maouati*,  
M W F 8–9:10 a.m.; *Margaret Mauldon*,  
M W F 9:20–10:30 a.m.; *Janie Vanpée*,  
T Th 8–9:10 a.m.; *Laurence Bastidon*,  
T Th 9:30–10:50 a.m.

### 206a Intermediate French

Grammar review and vocabulary building. The course will emphasize speaking and listening (films, plays, discussion) with progressively increased practice in reading and writing. Prerequisite: 4 entrance units or permission of the department.  
4 credits

Sect. *Denise Rochat*, M W F 8–9:10 a.m.;  
*Lucile Martineau*, M W F 9:20–10:30 a.m.;  
*Jeanne Verdun*, M W F 9:20–10:30 a.m.;  
*Martine Gantrel*, M W F 10:40–11:50 a.m.;  
*Diane Crowder*, M W F 1–2 p.m.

### 206b A repetition of 206a

4 credits

*Denise Rochat*, M W F 10:40–11:50 a.m.;  
*Diane Crowder*, M W F 1–2 p.m.

### 207a Composition

A course intended to develop writing skills based on analysis of different prose styles,

weekly compositions, and selective grammar review. Prerequisite: 100D, 104, 150, 200, 201, 206 or permission of the department. Not open to any student who has taken more than one 200-level course at Smith.

4 credits

Sect. *Jeanne Verdun*, M W F 8–9:10 a.m.;  
*Titus Suck*, M W F 9:20–10:30 a.m.; *Nicole Ball*, M W F 2:10–3 p.m.

### 207b A repetition of 207a

4 credits

Sect. *Laurence Joseph*, M W F 10:40–11:50 a.m.; *Lucile Martineau*, M W F 1–2 p.m.

### 302a Advanced Grammar, Phonetics, and Composition

Emphasis on some of the subtle points of grammar. Weekly compositions; exercises in translation from English to French; extensive work in phonetics; discussion and oral reports based on short modern texts.

4 credits

*Patricia Weed*  
M W F 10:40–11:50 a.m.

### 303b Advanced Composition

A continuation of 302a. Emphasis on vocabulary building and development of prose style in French through text editing of weekly compositions; prose style analysis of selected major authors, and pastiche. Continuation of phonetic practice. Prerequisite: 302a or permission of the instructor.

4 credits

*Patricia Weed*  
M W F 10:40–11:50 a.m.

## B. Literature

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 101, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester litera-

ture courses at the intermediate level or permission of the department.

#### 208a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. Some sections focus on problems of genre, others on thematic problems.

4 credits

##### A. Quest for Identity

Readings in various genres. Anouilh, Colette, Camus, Ionesco, Duras, Supervielle.

*Diane Crowder*

M W F 9:20–10:30 a.m.

##### B. Fantasy and Madness

Maupassant, Alain Fournier, Giraudoux, Supervielle.

*Lucile Martineau*

M W F 10:40–11:50 a.m.

#### 208b Readings in Modern Literature

A repetition of 208a. Normally cannot be taken after 208a.

4 credits

##### C. Women Writers of Quebec

Roy, Loranger, Brossard, Bersianik, Blais, Hébert.

*Lucile Martineau*

M W F 10:40–11:50 a.m.

##### D. Quest for Identity

Readings in various genres. Anouilh, Colette, Camus, Ionesco, Duras, Supervielle.

*Lawrence Joseph*

M W F 1–2 p.m.

#### 210a Introduction to the Literature and Civilization of France

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on civilization. Basis for both French literature and French studies majors.

4 credits

Lec. T 3–4:50 p.m.; Sect. *Marie-José Delage*, M W F 10:40–11:50 a.m.; *Jeanne Verdun*, M W F 1–2 p.m.

#### 210b A repetition of 210a

4 credits

Lec. T 3–4:50 p.m.; Sect. *Marie José Delage*, M W F 9:20–10:30 a.m.; *Jeanne Verdun*, T Th 9:30–10:50 a.m.

#### 211a Introduction to the Literature and Civilization of France

A study of cultural relationships in the seventeenth and eighteenth centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors.

4 credits

Lec. T 3–4:50 p.m.; Sect. *Jamel Maouati*,

M W F 10:40–11:50 a.m.; *Titus Suck*,

M W F 1–2 p.m.

#### 211b A repetition of 211a

4 credits

Lec. T 3–4:50 p.m.; Sect. *Diane Crowder*,

M W F 10:40–11:50 a.m.; *Titus Suck*,

M W F 1–2 p.m.

#### AAS 201a The Literature of French-Speaking African and Caribbean Peoples in Translation

#### 219a Studies in Literary Forms: The Novel

The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well-qualified freshmen are urged to seek admission to this course.

4 credits

*Denise Rochat*, M W F 10:40–11:50 a.m.;

*Laurence Bastidon*, T Th 1–2:50 p.m.

#### 219b A repetition of 219a

4 credits

*Laurence Bastidon*, T Th 1–2:50 p.m.

#### CLT 222a Women Writing: Twentieth-Century Fiction

#### CLT 250b Utopias and Dystopias: Imagining the Best and the Worst



**CLT 275a The Epistolary Novel**

**[311b Preromanticism and Romanticism]**

The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures. To be offered in 1988–89.  
4 credits

**312b Masters of the Nineteenth-Century Novel**

Balzac, Stendhal, Flaubert, Zola.  
4 credits  
*Josephine Ott*  
M W F 10:40–11:50 a.m.

**313b French Poetry of the Second Half of the Nineteenth Century**

The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Recommended background: 311a or b, or 316a.  
4 credits  
*Laurence Joseph*  
M W F 2:10–3 p.m.

**314a French Literature of the Eighteenth Century**

Topic for 1987–88: Les Philosophes. Ideological struggle in the Ancien Régime: new forms, new ideas (the problems of happiness, nature, progress). Focus on the means to disseminate and implement the new ideas (the press, the salons, the Encyclopédie). Works by Montesquieu, Diderot, Voltaire, Rousseau.  
4 credits

*Janie Vanpée*  
T Th 9:30–10:50 a.m.

**[315a French Literature of the Middle Ages]**

The marvelous in medieval literature: definition (as opposed to magic and the miraculous), origins (Bible, Antiquity, Orient, Celtic folklore) and the functions in the medieval society. Works of various literary genres will be studied—especially *chansons de geste*; novels in verse and prose; hagiographic texts—and related to visual arts of the period: illuminated manuscripts,

sculpture, architecture. To be offered in 1988–89.  
4 credits

**316b French Literature of the Renaissance**

An introduction to the major authors of the sixteenth century, including Rabelais, the poets of the Pléiade, and Montaigne.  
4 credits  
Marie-José Delage  
M W F 1–2 p.m.

**[317b French Literature of the Seventeenth Century]**

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical esthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing, and rebellion against authority. To be offered in 1988–89.  
4 credits

**[318b French Literature of the Twentieth Century]**

To be offered in 1988–89.  
4 credits

**320b Modern French Literary Criticism**

The reading of texts in the light of modern critical theories. The course will examine such theorists as Valéry, Sartre, Barthes, Goldmann, Bénichou, Poulet, Derrida, Maury, Genette, and Cixous.  
4 credits  
*Denise Rochat*  
M W F 9:20–10:30 a.m.

**350a, 350b Special Studies**

Admission by permission of the department; normally for junior and senior majors, and for qualified juniors and seniors from other departments.  
4 credits

**C. Civilization**

210a or b and 211a or b, see Section B., Literature

**228a French Cinema**

Consideration of historical developments and major trends underlying the modern French cinema. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. N.B. Attendance at both film showings is required.

4 credits

Viewing hours W 7:30–9:30 p.m., Th 3–4:50 p.m.; Sect. *Denise Rochat*, M W F 1–2 p.m. (in French).

**229b Contemporary Civilization: The French Press**

An examination of contemporary French civilization in periodicals such as *Le Monde*, *L'Express*, *L'Événement du jeudi* and others. Problems including the role of the media, education and youth, French politics, and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied.

4 credits

*Jeanne Verdun*

T Th 1–2:50 p.m.

**330a Modern French Civilization**

Topic for 1987–88: Women's Lives: Domestic in Nineteenth- and Twentieth-Century France. We will study this professional category as a basis for an investigation of social and economic contexts, the family as an institution, and the role and conceptions of women as they evolve from the nineteenth to the twentieth century. Historical documents will be compared with literary representations of female domesticity and personal writings. The reading list will include works by Balzac, Flaubert, Sand, Goncourt, Zola, Mirbeau, Céleste Albaret, Beauvoir, Edmée Renaudin.

4 credits

*Martine Gantrel*

M W F 9:20–10:30 a.m.

**340b Integrating Course**

A senior course designed to coordinate the work of the major in French studies. The principal themes studied will be landscape and demography, economic and social evolution; Christian and humanistic traditions.

4 credits

*Marie-José Delage*

T Th 9:30–10:50 a.m.

**D. Seminars****342a Stylistics**

Composition, translations, analyses of various oral and written French styles.

4 credits

*Josephine Ott*

T 3–4:50 p.m.

**[343a Theme and Form in French Literature]**

To be offered in 1988–89.

4 credits

**344b Studies in Drama**

Topic for 1987–88: Molière and the Comic Tradition in France. The relationship between medieval farce, the commedia dell'arte, Molière, Beaumarchais, Anouilh, and Ionesco. Social issues such as the role of women, social climbing, medicine, the law as reflected in farce, comedy-ballet, and high comedy. Molière's comic drama will be the central focus of the course, which may be counted for the French literature or French studies major.

4 credits

*Patricia Weed*

T 3–4:50 p.m.

**345a French Thought**

Topic for 1987–88: The Renaissance of the Twelfth Century. Feudalism and the courtly ideal, monastic achievements, the rise of universities, and the revival of urban life. Readings will include lyric poetry of troubadours, courtly romances of Chrétien de Troyes, Letters of Abelard and Héloïse and other documents. May be counted toward both majors.

4 credits

*Marie-José Delage*

Th 1–2:50 p.m.

**[348a Studies in Nineteenth-Century Literature]**

To be offered in 1988–89.  
4 credits

**349a Studies in Twentieth-Century Literature**

Topic for 1987–88: La Belle Epoque. The transition in France from the nineteenth to the twentieth century as reflected in the arts and society. The break from nineteenth-century traditions and perspectives studied in the works of such authors as Jarry, Colette, Proust, Huysmans, and Cocteau. Exploration of artistic, journalistic, and social milieus. May be counted toward the major in French studies.  
4 credits

*Ann Philbrick*

T 1–2:50 p.m.

**E. Graduate**

**Adviser:** Patricia Weed (first semester), Lawrence Joseph (second semester).

**450, 450a, 450b Research and Thesis**

450a or 450b may be taken for double credit.

4 credits

**451, 451a, 451b Advanced Studies**

Arranged in consultation with the department.

4 credits

**The Majors**

**Advisers:** Josephine Ott, Ann Philbrick, Denise Rochat, Marie-José Delage, Patricia Weed.

**Advisers for Study Abroad:** Josephine Ott, Patricia Weed, Marie-José Delage (Geneva).

Majors in both French language and literature and French studies who spend the year in Paris will normally meet certain of the requirements during that year, in particular the advanced courses in language.

**French Language and Literature**

Requirements: 10 semester courses distributed as follows:

1. 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
2. 302a, followed by 303b;
3. a seminar in French language, literature, or civilization, to be taken in the senior year; and
4. six additional semester courses, of which four must normally be literature courses at the advanced level.

A major is expected to have taken at least one course in five of the following periods: Middle Ages, Renaissance, seventeenth century, eighteenth century, nineteenth century, twentieth century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

**French Studies**

Requirements: 10 semester courses distributed as follows:

1. 210a or b or 211a or b or an equivalent accepted by the department as the basis for the major;
2. 302a, followed by 303b;
3. 340b, a course designed to coordinate the work of the major in French studies;
4. a seminar in French language, literature, or civilization to be taken in the senior year;
5. three courses in French literature or civilization, of which two must normally be at the advanced level; and
6. two courses chosen from the French department or from appropriate offerings in other departments.

A major is expected to have taken at least one course in each of the following three periods: Middle Ages/Renaissance; seventeenth century/eighteenth century; nineteenth century/twentieth century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

## Honors

**Director:** Patricia Weed (first semester),  
Lawrence Joseph (second semester).

### 501a Thesis

8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis in the first semester of her senior year. The thesis will be due on the first day of the second semester of her senior year. In the second semester of the senior year, she will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.



## Departmental Major and Minor in Geology

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### Professors

H. Robert Burger, Ph.D.

\*H. Allen Curran, Ph.D.

Brian White, Ph.D.

†John B. Brady, Ph.D.

### Associate Professor

Robert M. Newton, Ph.D., *Chair*

### Assistant Professor

Constance M. Soja, Ph.D.

### Instructor

E. LeeAnn Srogi, B.S.

### Lecturer

Ann Moss Burger, M.A.

Students contemplating a major in geology should elect 100a or 100b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

#### 100a Introduction to Earth History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents, and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages, and dinosaur habitats.

4 credits

*Constance Soja and LeeAnn Srogi*

Lec. M W F 9:20–10:30 a.m.; lab M T or Th 1–4 p.m.

#### 100b A repetition of 100a

4 credits

*Robert M. Newton and Brian White*

Lec. M W F 9:20–10:30 a.m.; lab M T or Th 1–4 p.m.

#### 105a Natural Disasters: Present Threat—Past Impact

An analysis of several types of natural disasters (volcanic eruptions, earthquakes, floods, and comet and meteorite impacts), how such disasters might be predicted, the

vulnerability of various regions of earth to each type of disaster, the effect of such disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for non-science majors.

4 credits

*Robert Burger*

M W F 3:10–4 p.m.

#### 106b Landscapes of North America

An examination of North American landscapes with emphasis on the origin of the national parks and monuments. Intended for non-science majors.

4 credits

*Robert Burger*

M W F 3:10–4 p.m.

#### 107b Evolution and the Fossil Record

An introduction to the fossil record and the development of life on earth. Topics concerning the origin of invertebrates, evolution of land plants, diversification and ecology of the earliest vertebrates and humans, and the evidence that supports the theory of organic evolution will highlight the progressive development of life on land and in the sea. The fossilized remains of ancient animals and plants will be examined in weekly discussion sections.

Designed principally for non-majors.

4 credits

*Constance Soja*

Lec. T Th 9:30–10:50 a.m.; dis. Th 1–2 p.m.

**116b Oceanography**

An introduction to the marine environment, with emphasis on seafloor dynamics, submarine topography and sedimentation, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and exploitation of the oceans by humans. At least one field trip to the Massachusetts coast, and one oceanographic training cruise.

4 credits

*Allen Curran*

Lec. M W F 9:20–10:30 a.m.; lab T W or Th 1–4 p.m.

**117b The Environment**

A study of the interrelationships between various elements of the earth's environment and the growing human population, urbanization, and industrialization. Topics include characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate.

4 credits

*Brian White*

T Th 9:30–10:50 a.m.

**221a Mineralogy**

Elements of crystallography and crystal chemistry; identification and parageneses of the common rock-forming and economically important minerals; principles of optical mineralogy. Prerequisite: 100a or 100b.

4 credits

*LeeAnn Srogi*

Lec. T Th 9:30–10:50 a.m.; lab Th 1–4 p.m.

**221b Petrology**

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a.

4 credits

*LeeAnn Srogi*

Lec. M W F 10:40–11:50 a.m.; lab Th 1–4 p.m.

**231a Invertebrate Paleontology and Paleocology**

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleocology, and biostratigraphic importance. Special topics include speciation, functional adaptations, and the record of extinctions. Prerequisite: 100a, 100b, or 107b; open without prerequisite to majors in biological sciences.

4 credits

*Constance Soja*

Lec. M W F 8:20–9:10 a.m.; lab W 1–4 p.m.

**232a Sedimentology**

A study of modern sediments, sedimentary processes and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisite: 100a, 100b or 116b.

4 credits

*Brian White*

Lec. M W F 10:40–11:50 a.m.; lab M 1–4 p.m.

**241b Structural Geology**

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 100a or 100b.

4 credits

*Robert Burger*

Lec. M W F 8:20–9:10 a.m.; lab T 1–4 p.m.

**251b Geomorphology**

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 100a or 100b.

4 credits

*Robert Newton*

Lec. T Th 9:30–10:50 a.m.; lab W 1–4 p.m.

**252a Groundwater Geology**

A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide

groundwater development, and methods of artificial recharge. Prerequisites: 100a or 100b, and MTH 121a or b.

4 credits

*Robert Newton*

Lec. M W F 9:20–10:30 a.m.; lab W 7:30–9:30 p.m.

**[PPL 265a Water and Policy: Sources, Uses, and Social Control (E)]**

**[PPL 303b Public Policy for Marine and Coastal Resources]**

**301a, 301b Advanced Work or Special Problems in Geology**

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

4 credits

*Members of the Department*

**311a Exploration Geophysics**

Theory and application of geophysical exploration techniques including seismology, gravimetry, and magnetics. Extensive fieldwork. Prerequisites: 100a or b, two geology courses at the intermediate level, and MTH 121a or b.

4 credits

*Robert Burger*

Lec. T Th 8–9:20 a.m.; lab T 1–4 p.m.

**[334b Carbonate Sedimentology]**

A detailed study of carbonate rocks. Laboratory work will include the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Lower Paleozoic rocks in New York State. Readings from current literature used as background for the laboratory and field studies. Prerequisite: 232a. To be offered in 1988–89.

4 credits

**[351a Glacial and Periglacial Geology]**

The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past

and present, related to Quaternary landforms. Prerequisite: 251b or permission of the instructor. To be offered in 1988–89.

4 credits

**355a Senior Seminar**

Topic for 1987–88: Geology of the Bahamas. Open to senior geology majors; junior geology majors by permission of the instructor.

4 credits

*Brian White*

To be arranged

**361b Tectonics and Earth History**

Current topics in geology will be emphasized in a review of the chronology of events in earth history. Tectonic processes and their effect on the sedimentary and paleontologic records will be traced from the Precambrian to the present. A study of the Appalachians will emphasize the development of collisional and tensional tectonic regimes and the evolution of marine and terrestrial ecosystems through time. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently with this course.

4 credits

*Constance Soja and LeeAnn Srogi*

To be arranged

**501 Honors Project**

Admission by permission of the department.

8 credits

*Members of the Department*

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

## The Major

**Advisers:** for the Class of 1988, Robert Newton; for the Class of 1989, Brian White; for the class of 1990, Constance Soja.

**Adviser for Study Abroad:** Robert Newton.

**Basis:** 100a or 100b.

Requirements: eight semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level, (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

Requirements: seven semester courses above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251b, and 361b. An honors project (502) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

### Field Experiences

The department regularly sponsors an Interterm trip to the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.

## The Minor

**Advisers:** same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 100a (or 100b), 231a, 232a, 251b, and 355a. A student concerned about environmental and resource issues might take 100a (or 100b), 116b, 117b, 221a, 232a, and 252a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 100a or 100b and a total of no more than three courses at the 100 level.

## Honors

**Director:** Robert Newton.

**502 Thesis**

12 credits

**Basis:** 100a or 100b.



## Departmental Major and Minor in German Language & Literature

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### Professors

Willy Schumann, Ph.D., *Chair*

\*Hans Rudolf Vaet, Ph.D. (German and  
Comparative Literature)

### Associate Professor

§Margaret Skiles Zelljadt, Ph.D.

### Assistant Professors

Gertraud Gutzmann, Ph.D.

Robert Chapin Davis, Ph.D.

Joseph George McVeigh, Ph.D.

### Instructor

Liese Kauffman, M.A.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the German Language and Literature Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100, 110D, 120a, 130a or b).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

## A. German Language

Credit is not granted for the first semester only of an introductory language course.

### 100 Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.  
8 credits

*Willy Schumann*, M W F 8–9:10 a.m.; *Joseph McVeigh*, M W F 9:20–10:30 a.m.; *Liese Kauffman*, M W F 10:40–11:50 a.m.

### 110D Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours.  
12 credits

*Gertraud Gutzmann*

M W F 10:40–11:50 a.m., T Th 11–11:50 a.m.

### 120a Intermediate German I

Oral and written work, grammar review, and vocabulary building; selected works by Brecht, Dürrenmatt, and Kafka. Prerequisite: two entrance units or 100.

4 credits

*Robert Davis*, M W F 9:20–10:30 a.m.; *Joseph McVeigh*, 10:40–11:50 a.m.

### 130a Intermediate German II

Reading and discussion of expository prose concerning German culture and civilization and of literary works by modern German authors. Prerequisite: 110D or 120a or permission of the instructor.

4 credits

*Robert Davis*

M W F 10:40–11:50 a.m.

**130b** A repetition of 130a

4 credits

*Joseph McVeigh*

M W F 9:20–10:30 a.m.

### **221a Reading, Conversation, and Composition**

Study of a variety of contemporary texts; intensive practice of spoken and written German with special attention to idiom, syntax, and style.

4 credits

*Liese Kauffman*

M W F 9:20–10:30 a.m.

### **240b Analyzing and Writing Contemporary German**

Designed to assist intermediate students in understanding contemporary German texts from the perspective of purpose, content, and style. Materials will include advertisements, newspaper articles, letters, cartoons, speeches, official forms, literary selections, and song lyrics, as well as taped interviews and conversations. Weekly practice in writing and a selective grammar review. Prerequisite: 221a, placement, or permission of the instructor.

4 credits

*Robert Davis*

M W F 10:40–11:50 a.m.

### **340a Advanced Studies in Translation and Style**

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: 221a or 240b or equivalent.

4 credits

*Gertraud Gutzmann*

T Th 9:30–10:50 a.m.

## **B. German Literature and Civilization**

### **225a Readings in German Literature**

Reading and discussion of representative works of German literature from the eighteenth century to the present; works by authors such as Goethe, Hoffmann, Mann, Kafka, Brecht, and others. Prerequisite: 221a or 240b or permission of the instructor.

4 credits

*Robert Davis*

M W F 1–2 p.m.

### **281b German Civilization**

A survey of the cultural, social, economic, and political development of the German-speaking countries from the early Middle Ages to the end of World War II, with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the nineteenth century, the Wilhelminian Era, the Weimar Republic, the Third Reich); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. In German. Prerequisites: 110D or 130a or 130b. Introductory courses in European history strongly recommended.

4 credits

*Willy Schumann*

M W F 9:20–10:30 a.m.

### **[332a *Sturm und Drang*]**

A study of representative works by Lessing, Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social, and political history. To be offered in 1988–89.

4 credits

### **[333a *Weimar Classicism*]**

A study of some of the aesthetic, philosophical, and political issues of classical German Humanism as reflected in major works by Goethe and Schiller; emphasis on the classical drama. Also the impact of Weimar Classicism on later intellectual and political history. To be offered in 1988–89.

4 credits

**[334b Romanticism]**

The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the concept of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E.T.A. Hoffmann, and others. To be offered in 1988-89.

4 credits

**335a Nineteenth-Century Literature**

A study of representative works by authors such as Heine, Büchner, Fontane, Marx, Nietzsche, and others.

4 credits

*Willy Schumann*

M W F 9:20-10:30 a.m.

**336b The Modern Novel**

The development of the traditional novel to new novel forms; the relationship of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass.

4 credits

*Joseph McVeigh*

M W F 10:40-11:50 a.m.

**[338b The Modern Drama]**

The development of the German drama from expressionism to the present with attention to the historical context. Representative works by such authors as Wedekind, Kaiser, Barlach, Brecht, Weiss, Dürrenmatt, Frisch, and others. To be offered in 1988-89.

4 credits

**301, 301a, 301b Special Studies**

Arranged in consultation with the department. Admission for senior majors by permission of the department.

4 credits

**351b Seminar in German Studies**

Topic for 1987-88: Heinrich von Kleist.

4 credits

*Hans R. Vaegt*

W 7:30-9:30 p.m.

**C. Courses in English****227b Topics in German Literature**

Topic for 1987-88: Twentieth-Century German Woman Writers. Initial consideration will be given to women writers' perceptions of themselves and their time, as well as to their position in the early decades of the century; World War I, the Weimar Republic, and Nazi Germany. The major focus of the course will be on the expression of an emerging feminist consciousness in the works of contemporary East and West German women writers.

4 credits

*Gertraud Gutzmann*

T Th 9:30-10:50 a.m.

**228b The New German Cinema**

Representative films of the New German Cinema (1962-present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Practice in reading, seeing actively and critically, discussing what has been seen. Knowledge of film and of German is not required, although background in either would be useful. Films by Fassbinder, Herzog, Syberberg, Kluge, Schlöndorff, Trotta, Wenders. Screening fee.

4 credits

*Hans R. Vaegt*

T 1-3 p.m. Screening time M 7:30 p.m.

**[234b History of the German Language]**

Development of standard literary German from its origins to the present. Position within Indo-European languages; relation to other Germanic languages; changes in sounds and grammatical forms; foreign influences on vocabulary; dialects. In English. Prerequisite: 130a or b or permission of the instructor. To be offered in 1988-89.

4 credits

**[HST 288a History and Literature of the Two Germanies: 1945 to the Present]**

**CLT 251a Studies in Short Fiction***Joseph McVeigh*

M W F 2:10–3 p.m.

**CLT 271b Richard Wagner***Hans R. Vaget*

T Th 11–11:50 a.m., T 1–2:50 p.m.

**The Major**

Adviser: Robert Davis.

Adviser for Study Abroad: Joseph McVeigh.

Requirements: based on 110D or 130a or b or the equivalent. Nine courses above the basis: 221a or 240b; 225a; 281b; [332a] or [333a]; [334b] or 335b; 336b or [338b]; 340a; 351a; one from 227b, 228b, [234b], 251a, 271b, [288a], [361b].

**The Minor**

Adviser: Robert Davis.

Requirements: based on 110D or 130a or b or the equivalent. Six courses above the basis: 221a or 240b; 225a; 281b; two from [332a], [333a], [334b], 335a, 336b, [338b], 351b; one from 227b, 228b, [234b], 340a, CLT 251a, 271b, HST [288a].

**Honors**

Director: Hans R. Vaget.

**501, 501a Thesis**

8 credits

Requirements: the same as those for the major, with the addition of a one-semester thesis course (501a) or a year-long thesis course (501), as well as an oral examination in the general area of the thesis.



## Departmental Major and Minor in Government

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### Professors

Leo Weinstein, Ph.D.

Charles Langner Robertson, Ph.D.

†Stanley Rothman, Ph.D.

Peter Niles Rowe, Ph.D.

Philip Green, Ph.D., *Acting Chair*,  
*first semester*

Donald Leonard Robinson, M.Div., Ph.D.

Susan C. Bourque, Ph.D.

\*Steven Martin Goldstein, Ph.D., *Chair*,  
*second semester*

Donna Robinson Divine, Ph.D.

†Martha A. Ackelsberg, Ph.D.

### Adjunct Professor

Catherine Rudder, Ph.D.

### Associate Professors

Walter Morris-Hale, Ph.D.

Donald C. Baumer, Ph.D.

### Assistant Professors

Patrick Coby, Ph.D.

\*\*Dennis Yasutomo, Ph.D.

### Instructor

Elizabeth Doherty, M.A.

### Lecturer

<sup>1</sup>Ann Phillips, Ph.D.

**Professor in International Relations  
(at Mount Holyoke College Under the  
Five College Program)**

<sup>2</sup>Anthony Lake, Ph.D.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

### 100 Introduction to Political Science

For freshmen and sophomores only. *First semester*: a study of the leading ideas of the Western political tradition. Two lectures and one discussion. This is a full-year course.

*Leo Weinstein and Members of the Department*

Lec. T Th 11–11:50 a.m.; dis. M 11–11:50 a.m., M 1–2 p.m., M 2:10–3 p.m., Th 1–1:50 p.m., Th 2–2:50 p.m., F 9:20–10:10 a.m., F 10:40–11:50 a.m.

*Second semester*: first four weeks, lectures and discussion on the nature and development of modern political analysis. For the remainder of the course students choose among colloquia on various topics, focusing on the techniques used by political sci-

entists to understand important issues. Colloquia include such topics as: Gender and Power; Whatever Happened to Marxism?; Religion, Education, and Politics; Democracy and Foreign Policy; Why War?; Political Myths; The Politics of Poverty; The Politics of Class; How America Votes.

8 credits

*Donna Robinson Divine and Members of the Department*

First four weeks: Lec. T Th 11–11:50 a.m.; dis. M 1–2 p.m., M 2:10–3 p.m., M 3:10–4 p.m., Th 1–1:50 p.m., 2–2:50 p.m.; following eight weeks colloquia T Th 11–11:50 a.m.; M 1–2 p.m., Th 11–11:50 a.m.; M 1–2 p.m., T 11–11:50 a.m.; Th 11–11:50 a.m. and 1–2 p.m.

### SSC 190a, 190b Introduction to Statistics for Social Scientists

See Interdepartmental and Extradepartmental Course Offerings.

## American Government

### 200b American Government

A study of the major institutions of American government and their interaction in the determination of public policy.

4 credits

*Donald Baumer*

M W F 9:20–10:30 a.m.

### 201a American Constitutional Development

The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions; documents and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Not open to freshmen.

4 credits

*Leo Weinstein*

T Th 8–9:20 a.m.

### 202b American Constitutional Law

Fundamental rights of citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen.

4 credits

*Leo Weinstein*

T Th 8–9:20 a.m.

### 203a American Political Parties

An examination of the contributions past, present, and potential of parties to political representation, and to government institutions and policies. Opportunities for fieldwork, including participation in a local campaign.

4 credits

*Donald Robinson*

M W 10:40–11:50 a.m.; F 10:40–11:50 a.m.  
at the option of the instructor.

### [204a Urban Politics]

Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas,

including poverty, education, and housing  
To be offered in 1988–89.

4 credits

*Martha Ackelsberg*

### [205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1988–89.

4 credits

*Martha Ackelsberg*

### 206b The American Presidency

An analysis of the executive power in the Constitution, and of the changing character of the executive branch.

4 credits

*Donald Robinson*

T 1–1:50 p.m., Th 1–2:50 p.m.

### 207a Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term.

4 credits

*Donald Baumer*

M W F 9:20–10:30 a.m.

### 207b Elections in the Political Order

The causes and consequences of electoral and nonelectoral politics. Voting and elections are viewed in the social context of democracy. Topics include political socialization, partisanship, gender and minority politics, factors in the current elections, and related policy issues. Students analyze public polling data.

4 credits

*To be announced*

To be arranged

**208b Congress and the Legislative Process**

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution.

4 credits

*Donald Baumer*

M W F 2:10–3 p.m.

**[209a Studies in Local Government]**

Internship with the City of Northampton involving both practical and theoretical work in local politics. Admission by permission of the director. To be offered in 1988–89.

4 credits

*Martha Ackelsberg, Director*

**[211b Gender and Politics]**

The impact of sex on power and influence in American society. Not open to freshmen. To be offered in 1988–89.

4 credits

*Susan Bourque*

**[230b The Politics of Advanced Industrial Society]**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues, the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor. To be offered in 1988–89.

4 credits

*Stanley Rothman*

**[PPL 252a Science, Technology, and Public Policy]****PPL 254b Agricultural and Public Policy in the United States (E)****PPL 259a Technology, Gender, and Public Policy in Cross-Cultural Perspective (E)****[304b Seminar in American Government]**

To be offered in 1988–89.

4 credits

*Stanley Rothman*

**305b Seminar in American Government**

Topic for 1987–88: Testing the Separation of Powers.

4 credits

*Donald Robinson*

T 3–4:50 p.m.

**306b Seminar in American Government**

Topic for 1987–88: To be announced.

4 credits

*To be announced*

W 7:45–9:45 p.m.

**307a Seminar in American Government**

Topic for 1987–88: To be announced.

4 credits

*To be announced*

To be arranged

**[308b Seminar in American Government]**

To be offered in 1988–89.

4 credits

*To be announced*

**[310b Seminar in Urban Politics]**

To be offered in 1988–89.

4 credits

*Martha Ackelsberg*

**311a Seminar in American Government**

Policy-making in the national government. Open only to members of the Semester in Washington Program. Given in Washington, D.C.

4 credits

*Catherine Rudder*

To be arranged

**312a Semester-in-Washington Research Project**

Open only to members of the Semester-in-Washington Program.

8 credits  
*Donald Baumer*

**Comparative Government****221b European Government**

A comparative analysis of the dynamics of political decision making in Britain, France, West Germany, and Italy.

4 credits  
*Elizabeth Doherty*  
M W 9:20–10:30 a.m.

**222a Government and Politics of the Soviet Union**

An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist, and post-Stalinist political systems.

4 credits  
*Ann Phillips*  
M W F 9:20–10:30 a.m.

**223b Governments and Politics of the Middle East and North Africa**

The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts and the international relations of the region.

4 credits  
*Donna Robinson Divine*  
To be arranged

**224b Latin American Political Systems**

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered.

4 credits  
*Susan Bourque*  
T Th 9:30–10:50 a.m.

**225a Government and Politics of Sub-Saharan Africa**

An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence, with emphasis on Tanzania, Kenya, and countries chosen by the students for their research projects.

4 credits  
*Walter Morris-Hale*  
M W 10:40–11:50 a.m.

**226a Government and Politics of Japan**

The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.

4 credits  
*Dennis Yasutomo*  
T Th 9:30–10:50 a.m.

**227a Government and Politics of Israel**

A historical analysis of the establishment of the State of Israel and the formation of its economy, society, and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language.

4 credits  
*Donna Robinson Divine*  
T Th 9:30–10:50 a.m.

**228b Government and Politics of China**

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power.

4 credits  
*Steven Goldstein*  
M W F 9:20–10:30 a.m.



**229b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

M W 10:40–11:50 a.m.

**231a Problems in Political Development**

Latin America and the Middle East, gender and social change. Emphasis on the study of two or three societies and politics in comparative perspective.

4 credits

*Susan Bourque and Donna Robinson Divine*

T Th 8–9:20 a.m.

**PPL 259a Technology, Gender, and Public Policy in Cross-Cultural Perspective****320a Seminar in Comparative Government**

Power and Politics in Africa: The Female Factor. The political and economic role of African women in the modern African state. Permission of the instructor required.

4 credits

*Walter Morris-Hale*

T 3–4:50 p.m.

**325a Seminar in Comparative Government: Communist Political Systems**

Selected topics in domestic politics of communist nations.

4 credits

*Ann Phillips*

To be arranged

**333b Seminar: The Politics of Capitalism**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and social demo-

cratic and democratic socialist alternatives to capitalism.

4 credits

*Philip Green*

M 2:10–4 p.m., W 2:10–3 p.m.

**International Relations**

240a is suggested preparation for all other courses in this field.

**240a International Politics**

The context, practices, and problems of international politics; the nature of interdependence in an interdependent world.

4 credits

*Elizabeth Doherty*

W F 10:40–11:50 a.m.

**241a The Politics of International Economic Relations**

The growth of the Western-dominated state system and its spread to the rest of the world; the tension between the sovereign independent state and economic interdependence; the development of international economic organizations and their successes and failures; Western, East-West, and North-South trading, investment, and monetary relations.

4 credits

*Charles Robertson*

T Th 9:30–10:50 a.m.

**242b International Law**

The function of law in the international community, with special reference to its relationship to politics and social change. Not open to freshmen.

4 credits

*Peter Rowe*

M W 10:40–11:50 a.m.

**243a Foreign Policy of the United States since 1898**

The growth of principles and practices of diplomacy from the emergence of the

United States as a great power to the present.

4 credits

*Peter Rowe*

M W 10:40–11:50 a.m.

### **243b Case Studies in American Foreign Policy**

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietman wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah of Iran, and recent arms control negotiations. The bureaucratic and political pressures that framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

4 credits

*Anthony Lake*

T Th 1:30–3 p.m.

### **[244b Foreign Policy of the United States]**

Concepts for analysis of internal and external factors in the making of foreign policy decisions and control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War. To be offered in 1988–89.

4 credits

*Charles Robertson*

### **340a Seminar in International Law**

Topic for 1987–88: The Law of the Sea.

4 credits

*Peter Rowe*

T 3–4:50 p.m.

### **341a Seminar in International Politics**

Arms Control and Disarmament. An examination of the history, theory, practice, and possibilities of various forms of arms limitations as one approach to peace.

4 credits

*Charles Robertson*

Th 3–4:50 p.m.

### **[342a Seminar in Comparative and International Politics]**

To be offered in 1988–89.

4 credits

*Peter Rowe*

### **[343b Seminar on Foreign Policy of the Chinese People's Republic]**

The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation.

To be offered in 1988–89.

4 credits

*Steven Goldstein*

### **344b Seminar in International Politics**

South Africa in World Politics. The impact of South African policies on African states and on the world community. By permission of the instructor.

4 credits

*Walter Morris-Hale*

T 3–4:50 p.m.

### **345a Seminar in International Politics**

Topic for 1987–88: The United States and Western Europe. An examination of the major themes and issues in the relationship between the United States and Western Europe since 1945. The course seeks both to provide a historical overview of the evolving partnership and to examine a number of important contemporary issues.

4 credits

*Elizabeth Doberty*

W 7:30–9:30 p.m.

### **346a Seminar in International Politics**

Topic for 1987–88: Conflict and Cooperation in Asia. An analysis of the emergence of East and Southeast Asia in world politics since the late nineteenth century, with special attention given to the post-World War II period. The seminar will be especially concerned with identifying sources and patterns of conflict and cooperation among Asian states and between Asians and Western powers. The course will conclude by evaluating prospects for current efforts to

create a new "Asia Pacific Community."

4 credits

*Dennis Yasutomo*

T 1-2:50 p.m.

**[347b Seminar on Soviet Foreign Policy]**

Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period. To be offered in 1988-89.

4 credits

**[348a Seminar in Comparative Government and International Relations]**

The Arab-Israeli Dispute. An analysis of the causes of the dispute. An examination of the history of Arab-Israeli confrontations and their ramifications for the rest of the world. To be offered in 1988-89.

4 credits

*Donna Robinson Divine*

**[349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]**

To be offered in 1988-89.

*Dennis Yasutomo*

## Political Theory

**260a Ancient and Medieval Political Theory**

An examination of the classical polis and the Christian commonwealth as alternatives to the secular nation-state of the modern world. Also important, the question of the best regime.

4 credits

*Patrick Coby*

M W F 10:40-11:50 a.m.

**260b History of European Political Theory, 1500-1800**

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right, the political implications of religio-ethical diversity, the principle and the problems of popular sovereignty, the philosophical justifi-

cation of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems.

4 credits

*Patrick Coby*

M W F 10:40-11:50 a.m.

**261a Political Theory of the Nineteenth and Twentieth Centuries**

A study of the major liberal and non-liberal political theories of the nineteenth and early twentieth centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, and Marcuse. Not open to freshmen.

4 credits

*Philip Green*

T 1-2:50 p.m., Th 1-1:50 p.m.; discussion hour Th 2-2:50 p.m. at the option of the student.

**261b Problems in Democratic Thought**

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, representation, participation, majority rule vs. minority rights, and equality. Selected readings from classical and contemporary political thought. Not open to freshmen.

4 credits

*Philip Green*

T 1-2:50 p.m., Th 1-1:50 p.m.; Th 2-2:50 p.m. at the option of the student.

**[263b Human Nature and Politics]**

An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology, in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American lifestyles. To be offered in 1988-89.

4 credits

*Stanley Rothman*



**264 Selected Topics in Political Theory**

An intensive study of selected theorists and themes in political theory. Open to government students, permission of the instructor required for non-majors.

8 credits

*Leo Weinstein*

T 1–2:50 p.m., Th 1–1:50 p.m.

**[265a Decentralism]**

To be offered in 1988–89.

4 credits

*Martha Acklesberg* (Smith College)

*Myrna Breitbart* (Hampshire College)

**361a Seminar in American Political Thought**

Topic for 1987–88: The American Founding. An examination of the political debates of the 1760s, 70s, and 80s, the period when the colonies resisted British imperial rule, fought for their independence, and then formed themselves into a single nation.

4 credits

*Patrick Coby*

Th 7:30–9:30 p.m.

**[363a Seminar in Political Theory: Theories of Capitalist Political Economy]**

Intensive reading in classical theories of capitalist political economy: Rousseau's *Discourse on Political Economy*, Smith's *Wealth of Nations*, Marx's *Capital*, and Mill's *Principles of Political Economy*. The seminar will conclude with readings from contemporary feminist discussions of capitalism. Prerequisites: GOV 100 or equivalent; ECO 150 or 153 or the equivalent.

To be offered in 1988–89.

4 credits

*Philip Green*

**[364b Seminar in Political Theory: Feminist Theory]**

Through a study of historical and contemporary writings about women and politics, this seminar examines descriptive and normative theories about women's place in society and political life, and the impact of gender, race, and class on political behavior. It also explores the ways in which taking gender as a category of analysis affects

our theorizing about political life. Prerequisites: 100 or the equivalent; at least one course that addresses issues of gender in society (preferably from the list of courses approved for the minor in women's studies). To be offered in 1988–89.

4 credits

*Martha Ackelsberg*

**381, 381a, 381b Special Studies**

Admission for majors by permission of the department.

4 credits

**The Major**

**Advisers:** Donald Baumer, Susan Bourque, Patrick Coby, Elizabeth Doherty, Steven Goldstein (second semester), Philip Green, Walter Morris-Hale, Charles Robertson (first semester), Donald Robinson, Peter Rowe, Leo Weinstein, Dennis Yasutomo (first semester).

**Adviser for Study Abroad:** Peter Rowe, Elizabeth Doherty.

**Pre-law Adviser:** Leo Weinstein.

**Graduate School Adviser:** Philip Green.

**Director of the Jean Picker Semester-in-Washington Program:** Donald Baumer.

**Basis:** 100 or, in exceptional circumstances, an equivalent course or courses approved by the chair.

**Requirements:** 10 semester courses, including the following:

1. 100;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a



rationale for their choice must be accepted by the student and her adviser; and

4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

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## The Minor

**Advisers:** Same as those listed for the major.

Based on 100, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

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## Honors

**Director:** Walter Morris-Hale.

Students eligible for the honors program may enter as juniors. Resident seniors, as well as those returning from a junior year at other institutions and the Junior Year in Geneva, may also apply before the end of the first week of classes in September. There will be an orientation meeting for Honors candidates on the first Wednesday of the fall semester at 3 p.m. in the office of the Director.

**Basis:** 100 and at least one other course in government or, in exceptional circumstances, an equivalent number of courses approved by the chair.

### 501a Thesis

8 credits

**Requirements:**

1. Eight semester courses, including:
  - (a) two courses in political theory or 264 (Selected Topics in Political Theory), and
  - (b) a senior thesis (501a) to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester

2. An oral examination based on the thesis and the field in which it was written, to be taken in the second semester of the senior year. A candidate will select three courses that constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single field of government as described in the catalogue.
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## Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, 203a, 206b, 207a, and 208b. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: 4 credits for a seminar in policy-making (311a); and 8 credits for an independent research project (312a), normally culminating in a long paper, due in Northampton no later than January 10 immediately following the semester in Washington.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington.

## Departmental Major and Minor in History

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### Professors

Mary Maples Dunn, Ph.D.

**\*\***Nelly Schargo Hoyt, Ph.D.

Stanley Maurice Elkins, Ph.D.

Robert M. Haddad, Ph.D. (History and  
Religion & Biblical Literature)

**\*\***Joan Afferica, Ph.D.

R. Jackson Wilson, Ph.D.

**\*\***Lester K. Little, Ph.D., *Chair, first semester*  
Howard Allen Nenner, LL.B., Ph.D., *Chair,*  
*second semester*

Joachim W. Stieber, Ph.D.

Neal E. Salisbury, Ph.D.

### Associate Professors

Daniel K. Gardner, Ph.D.

Ruth Harris, D.phil.

### Assistant Professor

Ann Zulawski, Ph.D. (History and Latin  
American Studies)

Assistant Professor (at Mount Holyoke  
College)

Maurice Isserman, Ph.D.

### Instructor

Celia S. Applegate, M.A.

### Lecturer

<sup>1</sup>Susan Grigg, Ph.D.

### Visiting Lecturers

Lisa Kallet-Marx, M.A.

Robert M. Kallet-Marx, B.A.

<sup>2</sup>Sean Redding, Ph.D.

<sup>3</sup>Jonathan N. Lipman, Ph.D.

### Assistant

Robert Weir, M.A.

Students who are considering a major or advanced work in history are encouraged to enroll in HST 100a or 101a or 102a or 113a, and 100b or 103b or 113b. Those planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

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## Introductory Courses

### 100a Ideas and Institutions in European History, 300–1600

The rise of a distinctive Latin Christian society in Western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of Reformation; comparisons with Islamic and Chinese

cultures. Normally for freshmen and sophomores; others may be admitted by permission of the instructor.

4 credits

*Lester Little, Director*

Lec. M 1:10–2 p.m.; dis. T 1–2:50 p.m.; T 3–4:50 p.m.; W 2:10–4 p.m.

### 100b Ideas and Institutions in European History, 1450–1920

The development of the characteristic features of European civilization from the Renaissance until the end of the first world war. Normally for freshmen and sophomores; others may be admitted by permission of the director.

4 credits

*Joachim Stieber, Director*

Lec. M W 10:40–11:30 a.m.; dis. W 2:10–4 p.m., W 2:10–4 p.m., Th 1–2:50 p.m.

**101a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.-A.D. 325**

The cultural bases of western civilization from the invention of democracy in Athens to the Christianizing of the Roman Empire. 4 credits

*Lisa Kallet-Marx and Robert Kallet-Marx*  
M W F 9:20–10:30 a.m.

**102a Varieties of Historical Perspective**

Proseminars on topics in and approaches to history. Registration limited; preference given to freshmen and sophomores. Each proseminar is suitable for students without prior training in history. 4 credits

**A. The Imperial Tradition in Russian and Soviet History**

An introduction to the ideological and political aspects of Great Russian attitudes toward minority populations in the nineteenth and twentieth centuries.

*Joan Afferica*

M 7:30–9:30 p.m.

**B. The Middle Ages and the Renaissance in European Thought, 1770–1870**

The images of the Middle Ages and of the Renaissance in England, Germany, and France as reflected in literature, politics, historiography, and the fine arts between c. 1770 and c. 1870. Novels by Sir Walter Scott, works by German and French Romantic writers on politics and history as well as the Gothic Revival in architecture studied as interrelated cultural phenomena, followed by an examination of the Romantic image of the Renaissance as an age of heroic individualism. The outlook and aims of the builders of Gothic Revival architecture in the United States in the late nineteenth and early twentieth centuries.

*Joachim Stieber*

T 3–4:50 p.m.

**103b A Tripartite Medieval World**

An examination of the interaction of Latin Christian, Greek Christian, and Islamic society from the Christianizing of the Roman Empire in the fourth century to the fall of Constantinople in 1453.

4 credits

*Robert Haddad*

M W F 1–2 p.m.

**113a An Introduction to the History of the United States, 1492–1876**

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the director.

4 credits

*R. Jackson Wilson, Director*

Lec. M W 1–1:50 p.m.; dis. M W 2:10–3 p.m.;

M W 3:10–4 p.m.; M W 3:10–4 p.m.

**113b An Introduction to the History of the United States, 1876–Present**

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the director.

4 credits

*Maurice Isserman, Director*

Lec. M W 1–1:50 p.m.; dis. M W 2:10–3 p.m.;

M W 3:10–4 p.m.; T 1–2:50 p.m.; Th 3–4:50

p.m.

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**Lectures and Colloquia**

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.



## Antiquity

### 202b (L) The Great Age of Greece, 500–336 B.C.

4 credits

*Lisa Kallet-Marx*

T 1–2:50 p.m.

### 204a (C) The Roman Republic

4 credits

*Robert Kallet-Marx*

T 1–2:50 p.m.

### 205b (L) The Roman Empire

4 credits

*Robert Kallet-Marx*

M W F 1–2 p.m.

## Islamic Middle East

### 207a (L) Islamic Civilization to the Fifteenth Century

The emergence, development, and decline of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern societies after the disintegration of the Roman and Iranian empires.

4 credits

*Robert Haddad*

M W F 9:20–10:30 a.m.

### 208b (L) Islamic Civilization since the Fifteenth Century

The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West.

4 credits

*Robert Haddad*

M W F 9:20–10:30 a.m.

## East Asia

### 211a (L) The Emergence of China

A survey of Chinese society and civilization from c.1000 B.C. to A.D. 900. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.

4 credits

*Daniel Gardner*

T Th 9:30–10:50 a.m.

### [212b (L) East Asia in Transformation, A.D. 900–1850]

A survey of Chinese society and civilization A.D. 900–1850. Attention given to political, social, intellectual, and artistic developments. Open to freshmen. To be offered in 1988–89.

4 credits

*Daniel Gardner*

### 213a (C) Aspects of Chinese and Japanese History

Topic for 1987–88: The Intellectual Foundations of China. Readings from the major schools of Chinese thought.

4 credits

*Daniel Gardner*

Th 1–2:50 p.m.

### 213b (L) Japan Since 1600

A survey of modern Japanese history from the founding of the Edo (Tokugawa) Shogunate to the American occupation and economic miracle. The course will examine issues such as elite politics, urbanization and political economy, reaction to Europe and the growth of Japanese imperialism, and conflict within Japanese society. It will also evaluate theories of Japanese “development” proposed by both Japanese and Euro-American scholars.

4 credits

*Jonathan Lipman*

M W 10:40–11:50 a.m., F at the option of the instructor

### 214b (C) Aspects of Chinese History

Topic for 1987–88: Elite Culture in China: The Arts and Letters of the Literati. An examination of the artistic, literary, philosophical, religious, and scholarly expression of the Chinese before the twentieth century.

4 credits

*Daniel Gardner*

T 1–2:50 p.m.

### [218b (C) Thought and Art in the Sung Dynasty (E)]

Discussion and occasional lectures on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China

(960–1279 A.D.). Prerequisite: one course in Chinese history or Chinese art. Enrollment limited to 20. To be offered in 1988–89.

4 credits

*Daniel Gardner (History)*

*Marylin Rbie (Art and East Asian Studies)*

## Europe

### [219a (L) Europe in the Age of Migration, 300–1050]

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish, and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. To be offered in 1988–89.

4 credits

*Lester Little*

### [220b (L) Europe in the Age of the Commercial Revolution, 1050–1300]

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity, and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. To be offered in 1988–89.

4 credits

*Lester Little*

### 221a (L) Social History of European Monasticism

From the Benedictines to the Jesuits: recruitment, patronage, governance, livelihood, and reciprocal ties with society. Comparison with other monastic movements and modern communal alternatives to traditional family structures.

4 credits

*Lester Little*

T Th 8:10–9:20 a.m.

### 222b (L) Early English History

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom.

4 credits

*To be announced*

*To be arranged*

### 223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy

Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to freshmen by permission of the instructor only.

4 credits

*Joachim Stieber*

M W 8–9:10 a.m.

### 224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times

Latin Christian society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation: Roman Catholic reform and the Counter-Reformation. Open to freshmen by permission of the instructor only.

4 credits

*Joachim Stieber*

T Th 8–9:10 a.m.

### JUD 226a Jews and World Civilization from Roman Times to the Expulsion from Spain (c. 30–1492)

### JUD 226b Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492–1942)

### [JUD 383a Jewish Studies Colloquium]

### 227a (L) Tudor England

The development of the early modern English state, from its fifteenth-century origins to the death of Elizabeth. An examination of dynasticism, religious upheaval,

and the place and power of English monarchs from Richard III to James I.

4 credits

*Howard Nenner*

M W 9:20–10:30 a.m., F at the option of the instructor

### 228b (L) Stuart England

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. An examination of religion, politics, and constitutional thought in England's century of revolution.

4 credits

*Howard Nenner*

M W 9:20–10:30 a.m., F at the option of the instructor

### [229b (C) Industrialization and Social Change in England, 1750–1940]

Topics include the transition to factory industry, political reform and social class, Victorianism and women, imperialism, the labor movement, and the first world war.

To be offered in 1988–89.

4 credits

### [230a (C) A Social and Cultural History of England, 1830–1940]

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. To be offered in 1988–89.

4 credits

*Howard Nenner*

### 233a (L) France Since Napoleon

The evolution of modern France since 1815, with particular emphasis on problems of continuity and change in society and politics and on the relationship between socio-economic change and political behavior.

4 credits

*Ruth Harris*

T Th 9:30–10:50 a.m.

### [239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars]

The political, social, and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. To be offered in 1988–89.

4 credits

*Joan Afferica*

### 240a (L) Tradition and Change in Russian and Soviet History, 1801–Present

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the relationship between society and state in Soviet Russia.

4 credits

*Joan Afferica*

T Th 1–2:50 p.m.

### 245a (L) The Age of Monarchy and Revolution, 1618–1815

A comparative analysis of political, social, and economic problems of continental Europe from the beginning of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only.

4 credits

*Nelly Hoyt*

M W F 8–9:10 a.m.

### [246a (L) The Search for Happiness]

The intellectual history of Europe in the Age of Enlightenment. To be offered in 1988–89.

4 credits

*Nelly Hoyt*

### 250a (L) Europe in the Nineteenth Century

The problem of secularization and the rise of ideologies; the triumph and failure of middle-class culture and politics, and the challenge of the new mass movements; the maturing of the nation-state, the working of the concert of Europe and its breakdown in the early twentieth century.

4 credits

*Celia Applegate*

T Th 8–9:10 a.m.



**251b (L) Europe in the Twentieth Century**

The problem of total war and civil society; reconstruction after two wars; labor and the left; mass culture and modernism in the twenties and thirties; fascist movements and fascist regimes; the welfare state; is there European civilization after the Holocaust.

4 credits

*Celia Applegate*

T Th 8–9:20 a.m.

**253b Women's History in Nineteenth-Century Europe**

Comparative survey concentrating on topics relating to women with a view to recasting traditional interpretations of nineteenth-century social and cultural history; concentration on the relationship between women, work, and the family in industrializing Europe; the impact and nature of women's communities; women and socialism; women and the history of sexuality in the nineteenth century.

4 credits

*Ruth Harris*

T Th 9:30–10:50 a.m.

**254b Medicine, Science, and Society in the Nineteenth Century**

Introduction to the relationship between medicine, science, and society in Western Europe and America focusing on the emergence of new professions, the organization of science and medicine, and the impact of scientific ideas on social theory and management; areas to be covered will include Darwinism and evolution; eugenics; science and popular movements; science and the women's question; public health and the people's health; the study of the human mind and psychoanalysis.

4 credits

*Ruth Harris*

T 1–2:50 p.m.

**Africa****258b (C) Problems in Twentieth-Century African History**

A general history of Africa from the late nineteenth century to the present, with

emphasis on the great variety in social forms, economic means and historical experiences. Topics include methodological problems, the integration of African societies into the world economy, the social and ecological impact of imperialism, the anti-colonial struggles that resulted in the independent African states, and persistent antagonism between various forms of the state and the majority of African people.

4 credits

*Sean Redding*

Th 1–2:50 p.m.

**Latin America****260a (L) Colonial Latin America, 1492–1821**

A survey of Latin American social and economic history from the Spanish and Portuguese expeditions of discovery and conquest in the sixteenth century until the coming of the Wars of Independence early in the nineteenth century. Particular emphasis is given to the institutional framework of Ibero-American colonialism. Open to freshmen.

4 credits

*Ann Zulawski*

T Th 9:30–10:50 a.m.

**261b (L) National Latin America, 1821 to the Present**

A topical survey of Latin American history from the creation of a new community of independent nations early in the nineteenth century until the struggles of national liberation in the 1980s. Particular emphasis is given to modernization and its consequences for Latin American societies. Open to freshmen.

4 credits

*Ann Zulawski*

M W 9:20–10:30 a.m.

**263a (C) Continuity and Change in Spanish America and Brazil**

Topic for 1987–88: Crisis in Central America in the Nineteenth and Twentieth Centuries.

4 credits

*Ann Zulawski*

T 3–4:50 p.m.



## United States

### 266a (L) The Colonial Experience in North America

The depopulation of native North America and its resettlement by Europeans and enslaved Africans; English, French, Spanish, and Dutch colonial empires; particular attention to social, economic, political, and cultural factors in the rise of the British colonies and their triumph in the American Revolution.

4 credits

*Neal Salisbury*

T Th 9:30–10:50 a.m.

### 267b (L) North American Indians and Euro-American Society: A Historical Survey

An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians, from pre-Columbian times to the present.

4 credits

*Neal Salisbury*

T Th 9:30–10:50 a.m.

### 268a (L) America as a New Nation: The Federalists and Republicans, 1789–1820

Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe.

4 credits

*Stanley Elkins*

M W 9:20–10:30 a.m.

### 271a (L) The Age of Reform, 1892–1940

Focus on the impact of reform movements on American politics and society. Populism, Progressivism, the New Deal, industrial unionism, and the struggle for Black rights.

4 credits

*Maurice Isserman*

M W F 9:20–10:30 a.m.

### [272a (L) United States Social History, 1815–1890]

Social, economic, and cultural change during the age of industrialization and territorial expansion. Focal topics: the emergence of new working and middle classes; Afro-Americans during and after slavery; the transformation of family farming; new roles for women and men; new forms of religion, ethnicity, and popular culture; the uprooting of Native Americans. To be offered in 1988–89.

4 credits

*Neal Salisbury*

### 273b (L) Contemporary America, World War II to the Present

Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity.

4 credits

*Maurice Isserman*

M W F 9:20–10:30 a.m.

### 275a (L) Intellectual History of the United States, 1620–1860

4 credits

*R. Jackson Wilson*

M W 10:40–11:50 a.m.

### 276b (L) Intellectual History of the United States, 1860 to the Present

4 credits

*R. Jackson Wilson*

M W 10:40–11:50 a.m.

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## Methodological, Comparative, Cross-Listed, and Interdepartmental Courses

[AAS 217a History of the Afro-American Woman and the Feminist Movement, 1830 to the Present]

CLS 230b The Historical Imagination (E)

[AAS 270a The History of the South since the Civil War]

**[AAS 277a The Jazz Age]****[280a (C) Problems of Inquiry]**

Introduction to methods of historical research, analysis, and writing. To be offered in 1988–89.

4 credits

**[282a (C) History, Historians, and Meaning in History]**

Special topics in the writing and interpretation of history. To be offered in 1988–89.

4 credits

**ECO 283a American Economic History: Colonial Times to 1870****[ECO 285b American Economic History: 1870–1980]**

(For history majors, prerequisite: ECO 153a or b only).

**AAS 286b History of Afro-American People****[288a (L) History and Literature of the Two Germanies: 1945 to Present]**

De-nazification and “re-education”; comparative politics and institutions in the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG); comparative literary trends; confrontation with the German legacy vs. Socialist Realism and the view of the future; popular culture in the East and West: drama, film, the press. To be offered in 1988–89.

4 credits

**[291b (C) Topics in Comparative History]**

To be offered in 1988–89.

4 credits

*Lester Little*

**292a (C) Modern European Studies in History**

Topic for 1987–88: The Bourgeois Experience: Culture and Society from the French Revolution to the First World War.

4 credits

*Celia Applegate*

M 7:30–9:30 p.m.

**AMS 302a Seminar: The Material Culture of New England, 1630–1830****[IDP 326b Seminar: Patronage of the Arts in Renaissance and Early Modern Europe]**

See Interdepartmental and Extradepartmental Course Offerings.

**EDC 381a The Teaching of History and the Social Studies****Seminars****301a, 301b Special Studies**

By permission of the department, for qualified upperclassmen.

4 credits

**[307b Problems in the History of the Islamic Middle East]**

To be offered in 1988–89.

4 credits

**[317b Topics in Chinese History]**

To be offered in 1988–89.

4 credits

**320b Early European History to 1300**

4 credits

*To be announced*

*To be arranged*

**[324b Topics in European History, 1300–1660]**

The Theory and Practice of Government in a Society of Orders. An examination of forms of government and social organization in early modern Europe, including petty lordships, village communities, towns, kingdoms, religious orders and corporations, and ecclesiastical principalities, including the papacy. To be offered in 1988–89.

4 credits

*Joachim Stieber*

**[327a Topics in British History]**

To be offered in 1988–89.

4 credits

*Howard Nemer*

**339a Topics in Russian History**

Topic for 1987–88: Revolutions in Russia:

Myths and Realities, 1881–1917.

4 credits

*Joan Afferica, Maria Banerjee (Russian)*

W 7:30–9:30 p.m.

**346a Problems in Eighteenth-Century Intellectual History**

Topic for 1987–88: Voyages of Exploration in Science and Imagination.

4 credits

*Nelly Hoyt*

T 3–4:50 p.m.

**350a Modern Europe**

Topic for 1987–88: Literature, Society, and Politics in France, 1870–1914.

4 credits

*Ruth Harris*

T 1–2:50 p.m.

**355b Topics in European Social History**

Topic for 1987–88: Metropolis: The Rise and Fall of the European City.

4 credits

*Celia Applegate*

M 7:30–9:30 p.m.

**361b Problems in the History of Spanish America and Brazil**

Topic for 1987–88: History and Society in the Andes.

4 credits

*Ann Zulawski*

T 3–4:50 p.m.

**[365a Topics in Colonial American History]**

To be offered in 1988–89.

4 credits

*Neal Salisbury*

**[366a The American Revolution, 1763–1783]**

To be offered in 1988–89.

4 credits

*Stanley Elkins*

**367a Problems in American History**

Topic for 1987–88: The Rise and Fall of the

Cotton Kingdom: The American South, 1815–1865.

4 credits

*Stanley Elkins*

T 3–4:50 p.m.

**375b Problems in United States Intellectual History**

4 credits

*To be announced*

To be arranged

**383a Research in Women's History: The Sophia Smith Collection**

Topic for 1987–88: American Women in the Era of Enfranchisement, 1869–1920.

4 credits

*Susan Grigg*

Th 3–4:50 p.m.

**Graduate****400a, 400b Research and Thesis**

4 credits

**401a, 401b Special Problems in Historical Study**

Arranged individually with graduate students.

4 credits

**421a Problems in Early Modern History**

4 credits

**441a Problems in Modern European History**

4 credits

**471b Problems in American History**

4 credits

**The Major**

**Advisers:** Celia Applegate, Stanley Elkins, Daniel Gardner, Robert Haddad, Ruth Harris, Maurice Isserman, Lisa Kallet-Marx, Lester Little, Howard Nenner, Joachim Stieber, R. Jackson Wilson, Ann Zulawski.

**Adviser for Study Away:** Joachim Stieber.

All sophomores planning to study away from Smith, and seniors returning (except those who honor), *must* have their programs approved by the departmental adviser for study away.

The history major comprises 11 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis of the major.
2. Field of concentration: five courses consisting of *either*
  - (a) one history seminar and four courses at the 200-level, no more than two of which may be related courses in other disciplines; *or*
  - (b) two seminars and three courses at the 200-level, one of which may be a related seminar or course in another discipline.
3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should complete the requirements for the basis of the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 100b (for 4 credits) toward the major; or, a student who has passed the AP examination in American history may count this as the equivalent of HST 113b (for 4 credits) toward the major.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern

Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States

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## The Minor

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses, distributed as follows:

1. The basis of the minor normally will be any two 100-level courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the minor.
  2. Field of concentration: three courses, one of which must be a seminar.
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## Honors

**Director:** Neal Salisbury.

### 501a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than pre-registration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior year. Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.



Honors students will present 12 courses (48 credits) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the ten courses that follow the basis for the major differs from that of regular majors and will be as follows:

1. Four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
2. The thesis counting for two courses (8 credits);
3. One semester course in ancient history or a related course in ancient studies;
4. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars: The eight courses (32 credits) that follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional credits, upon consultation with the director of honors.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

1. The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: eight semester courses consisting of:
  - (a) two 200-level courses (eight credits) and two seminars in modern European history, one of the latter being the integrating course (292a) taken either in the junior or senior year; and
  - (b) four 200-level courses (16 credits) dealing with the modern European period in related disciplines.
3. Two additional courses (eight credits) in history outside the field of concentration.

Majors in modern European studies in history may apply for admission to the departmental honors program. They may also participate in study abroad programs in Europe during the junior year, with the permission of their major adviser.

## Modern European Studies in History

This interdisciplinary program offered to history majors is designed to coordinate courses in modern European history (1789 to the present) with related areas of study.

The program consists of 12 semester courses, distributed as follows:

## Interdepartmental Minor in History of the Sciences

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### Advisers

Kathryn Pyne Addelson, Professor of Philosophy, *Director*

George Fleck, Professor of Chemistry

**\*\***Nelly Schargo Hoyt, Professor of History

Douglas Lane Patey, Associate Professor of English

Marjorie Senechal, Professor of Mathematics

Melvin Steinberg, Professor of Physics

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The Smith College Program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts, and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include Special Studies in history of science (301a or b), directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.

### Courses in the Program (1987–88):

#### 101a American Science in the Making

An examination of science and scientists in cultural and social contexts. Benjamin Franklin and Thomas Jefferson as scientists, the impact of Darwinism in the United States, and science in twentieth-century America. The course includes special case

studies on science and scientists at Smith College.

4 credits

*Ruth Rinard*

T Th 1–2:50 p.m.

#### 203b Perspectives in the History of Science

Topic for 1987–88: Crystals. The history of the scientific study of crystals takes us from ancient beliefs in the magical powers of crystals and gems to their central role in contemporary science and technology, and provides a case study of the evolution of our understanding of the structure of matter. Discussion, lectures, and demonstrations. Freshmen are welcome with the permission of the instructor.

4 credits

*Marjorie Senechal*

T Th 10:40–11:50 a.m.

#### [301a, 301b Special Studies]

4 credits

#### 305a Seminar: Topic for 1987–88:

#### Voyages of Exploration in Science and Imagination

Same as HST 346a, Problems in Eighteenth-Century Intellectual History.

4 credits

*Nelly Schargo Hoyt*

T 3–4:50 p.m.

ANT 131a Human Evolution

AST 234b History of Astronomy

ENG 203a The Technology of Reading  
and Writing

HST 254b Medicine, Science, and Society  
in the Nineteenth Century

MTH 350b Topics in the History of  
Mathematics

PHI 224a Philosophy and History of  
Scientific Thought

PPY 209a Philosophy and the History of  
Psychology

## Interdepartmental Minor in International Relations

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### Advisers

Peter Rowe, Professor of Government, *Director*

Elizabeth Doherty, Instructor in Government

\*Elizabeth Hopkins, Professor of Anthropology

Cynthia Taft Morris, Professor of Economics

Charles Staelin, Associate Professor of Economics

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The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

Requirements: GOV 240, International Politics; *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

GOV 242	International Law
GOV 340	Seminar in International Law
GOV 341	Seminar in International Politics: Arms Control and Disarmament
ANT 232	Politics in Non-Western Societies
ANT 236	Economic Anthropology
ANT 332	Seminar: The Dynamics of Change: Traditional Identity and Modernization in the Third World

PWS 200      Peace and War in the Nuclear Age: An Interdisciplinary Approach

2. One course in international economics or finance:

GOV 241	Politics of International Economic Relations
ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 208	European Economic History
ECO 209	Comparative Economic Systems
ECO 211	Economic Development
ECO 305	Seminar: International Economics
[ECO 309	Seminar: Topics in Comparative Economic Systems]
ECO 311	Seminar: Topics in Economic Development

3. One course in contemporary American foreign policy:

GOV 243	Foreign Policy of the U.S. Since 1898 (first semester 1987–88)
GOV 243	Case Studies in American Foreign Policy (second semester 1987–88)
[GOV 244	Foreign Policy of the U.S.]



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|--|--|---------------|--|
| GOV 345  | Seminar in International Politics: The United States and Western Europe            | GOV 344       | Seminar in International Politics: South African World Politics                          |
| ECO 290  | The Economics of Defense   | ANT 231       | Africa: A Continent in Crisis  |
| HST 273  | Contemporary America: World War II to the Present                                  | Asia          |  |
|  |  | ANT 247       | Korean Society (E)   |
| 4. One course in modern European history or government with an international emphasis: |  | [HST 212      | East Asia in Transformation A.D. 900–1850]   |
| HST 250  | Europe in the Nineteenth Century   | HST 213       | Aspects of Chinese and Japanese History: Intellectual Foundations of China               |
| HST 251  | Europe in the Twentieth Century  | HST 214       | Aspects of Chinese History   |
| HST 350  | Modern Europe  | GOV 226       | Government and Politics of Japan   |
| HST 233  | France Since Napoleon  | GOV 228       | Government and Politics of China   |
| HST 240  | Tradition and Change in Russian and Soviet History, 1801–Present                   | [GOV 343      | Seminar on Foreign Policy of the Chinese People's Republic]                              |
| HST 258  | Problems in Twentieth-Century African History                                      | GOV 346       | Seminar in International Politics: Conflict and Cooperation in Asia                      |
| HST 292  | Modern European Studies in History   | [GOV 349      | Seminar in Comparative Government and International Relations: Foreign Policy of Japan]  |
| GOV 221  | European Government  | Middle East   |  |
| GOV 222  | Government and Politics of the Soviet Union  | [GOV 348      | Seminar in Comparative Government and International Relations: The Arab-Israeli Dispute] |
| GOV 325  | Seminar in Comparative Government: Communist Political Systems                     | [HST 307      | Seminar: Problems in the History of the Islamic Middle East]                             |
| [GOV 347   | Seminar: Soviet Foreign Policy]  | HST 208       | Islamic Civilization Since the Fifteenth Century   |
| ECO 208  | European Economic History  | GOV 223       | Governments and Politics of the Middle East and North Africa                             |
| 5. One course on the economy, politics, or society of a Third-World area:              |  | REL 275       | Islam  |
| Africa   |  | Latin America |  |
| GOV 223  | Governments and Politics of the Middle East and North Africa                       | ANT 237       | Native South Americans: Contact and Conquest   |
| GOV 225  | Government and Politics of Sub-Saharan Africa                                      |               |  |
| GOV 320  | Seminar in Comparative Government: Power and Politics in Africa: The Female Factor |               |  |

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ECO 318	Seminar: Latin American Economics
GOV 224	Latin American Political Systems
HST 261	National Latin America, 1821 to the Present
HST 263	Continuity and Change in Spanish America and Brazil: Crisis in Central America in the Nine- teenth and Twentieth Centuries

At the discretion of the adviser, equivalent courses at other colleges could be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

## Departmental Major and Minor in Italian Language & Literature

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### Associate Professors

Margherita Silvi Dinale, Dottore in Lettere,  
*Chair*

Iole Fiorillo Magri, A.M., Dottore in Lingue  
e Letterature Straniere

§Alfonso Procaccini, Ph.D.

### Lecturer

Lella Gandini, M.A.

### Visiting Lecturer

Giuseppe Mazzotta, Ph.D.

### Assistant Professor

Giovanna T. Bellesia, Ph.D.

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 226a and b and all advanced courses is 110D or 112. In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 110D Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work are required.

12 credits

*Iole Magri*

M W F 9:20–10:30 a.m., T Th 11–11:50 a.m.

### 111 Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Regular attendance and

laboratory work are required.

8 credits

*Giovanna Bellesia, Lella Gandini*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

### 112 Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 111 or 110D. Conversation and discussion meetings.

8 credits

*Lella Gandini, Giovanna Bellesia*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

### 227a High Intermediate Italian

Reading of and comment on contemporary, not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110D, 112, or permission of the department.

4 credits

*Iole Magri*

T Th 9:30–10:50 a.m.

### 331b Advanced Italian

A continuation of 227a, with emphasis on development of style. Intensive oral and

written work. Prerequisite: 227a or permission of the department.

4 credits

*Members of the Department*

T Th 9:30–10:50 a.m.

## B. Literature

### 226a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social backgrounds.

4 credits

*Giovanna Bellesia*

T Th 9:30–10:50 a.m.

### 226b A continuation of 226a

4 credits

*Iole Magri*

T Th 9:30–10:50 a.m.

### 301, 301a, 301b Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 credits

*Members of the Department*

### 332 Dante: *Vita Nuova*, *Divina*

*Commedia*

8 credits

*Margherita Dinale, Giuseppe Mazzotta*

M W 10:40–11:50 a.m.

### [334b Boccaccio and the Novella]

Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English. To be offered in 1988–89.

4 credits

### [337a Culture and Literature of the Eighteenth Century]

Selected readings from Vico's *Scienza Nuova* and *Autobiografia*; "La Frusta letteraria" and "Il Caffè"; Goldoni's theatre; Alfieri's *Vita* and his tragedies; Foscolo's *Le ultime lettere di Jacopo Ortis*, *Sonetti*, and *Sepolcri*. To be offered in 1988–89.

4 credits

### 338a Italian Novel of the Nineteenth Century

The development of the novel from Manzoni's *I promessi sposi* to Verga's *I Malavoglia* and the *verismo* school. Attention will also be given to the growing importance of women novelists, including Scudo, Percoto, Neera, and Invernizio.

4 credits

*Margherita Dinale*

T Th 9:30–10:50 a.m.

### 340a Senior Project

Designed to coordinate the work of the major and direct research for the long paper.

4 credits

*Members of the Department*

### 342b Contemporary Literature and Cinema

A parallel study of fiction and film from Neorealism to the present. Works by Verga, Visconti, De Sica, Bassani, Rossellini, Pavese, Moravia, Antonioni, Vittorini, Fellini and Bertolucci. Conducted in English.

4 credits

*Margherita Dinale, Guido Fink*

T Th 9:30–10:50 a.m.; film viewing to be arranged

### [343b Italian Women Writers of the Twentieth Century]

A study and analysis of selected women writers of the twentieth century, who found their own autonomous and creative place in the literature of the time. The authors considered are Nobel winner Grazia Deledda, and Sibilla Aleramo, Paola Masino, Anna Banti, Elsa Morante, Natalia Ginzburg, Maria Luisa Spaziani, Dacia Maraini. Attention to particularly influential fellow writers and a few contemporary poets. To be offered in 1988–89.

4 credits

## Graduate

**Adviser:** Margherita Dinale, Alfonso Procaccini.



450, 450a, 450b Research and Thesis  
4 credits

451, 451a, 451b Advanced Studies  
4 credits

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## The Major

Advisers: Iole Magri, Margherita Dinale.

Advisers for Study Abroad: Iole Magri,  
Margherita Dinale.

Basis: 110D or 112.

Requirements: nine semester courses in addition to the basis and including the following: 226a and b; 332; [334b]; two of the following: [337a], 338a, 342b, [343b]; and 340a, Senior Project.

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## The Minor

Advisers: Iole Magri, Giovanna Bellesia.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as the means to become familiar with an overview history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

227a High Intermediate Italian  
331b Advanced Italian  
226a Survey of Italian Literature  
226b Continuation of 226a

Choice of one:

332 Dante: *Vita Nuova*, *Divina Commedia*  
[334b Boccaccio and the Novella]

Choice of one:

[337a Culture and Literature of the  
Eighteenth Century]

338a Italian Novel of the Nineteenth  
Century

[343b Italian Women Writers of the  
Twentieth Century]

342b Contemporary Literature and  
Cinema

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## Honors

Directors: Members of the Department.

501a Thesis

8 credits

Basis: 110D or 112.

Requirements: nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work). Two examinations: one in the general field of Italian literature; one in linguistic preparation.

# Extrdepartmental Courses in Japanese Language & Literature

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## Lecturer

Miho T. Ohno, M.A.

## Instructor

Maki Hirano Hubbard, M.A. (at Smith  
College under the Five College Program)

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## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100D Elementary Japanese

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing system. Enrollment limited to fifteen students in each section.

12 credits

*Maki Hirano Hubbard*

Sec. M T W Th F 8-9:10 a.m.; Sec. M T W Th F 9:20-10:30 a.m.

### 200 Intermediate Japanese

Course focuses on (1) development of oral proficiency, (2) acquisition of advanced sentence patterns, and (3) reading and writing practices. Oral-aural communicative skills will be attained together with a solid understanding of the social and cultural context of the language. Prerequisite: 100 or equivalent.

8 credits

*Miho Ohno*

M W F 8-9:10 a.m., Th 8:20-9:10 a.m.

### 300a Advanced Japanese (E)

Acquisition of skills in reading and aural comprehension through study of varied prose pieces and audio-visual material. Discussions will focus on both popular

and traditional aspects of Japanese culture as reflected in the selected materials. Prerequisite: 200 or equivalent.

4 credits

*Miho Ohno*

T Th 10-11:50 a.m.

### 300b A continuation of 300a (E)

4 credits

*To be announced*

To be arranged

### 301a, 301b Special Studies

For students engaged in independent projects in connection with a major in East Asian Studies or other Japan-related individual studies.

4 credits

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## B. Literature in Translation

### 260b Modern Japanese Literature

Selected readings in translation from modern Japanese literature.

4 credits

*To be announced*

To be arranged

## Interdepartmental Minor in Jewish Studies

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Howard Adelman, Ph.D., Assistant Professor of Jewish Studies and Director of the  
Jewish Studies Program

### Jewish Studies Advisory Committee

‡Martha A. Ackelsberg, Ph.D., Professor of Government

Bruce Theodore Dahlberg, M.Div., Ph.D., Professor of Religion & Biblical Literature

Donna Robinson Divine, Ph.D., Professor of Government

Stanley Elkins, Ph.D., Professor of History

\*\*Myron Glazer, Ph.D., Professor of Sociology & Anthropology

\*Peter Isaac Rose, Ph.D., Professor of Sociology & Anthropology

Jochanan H. A. Wijnhoven, Ph.D., Professor of Religion & Biblical Literature, *Chair*

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### REL 110b Thematic Studies in Religion B. Jewish-Christian Relations

*Jochanan Wijnhoven, Howard Adelman*  
W 7:30–9:30 p.m.

### 187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the shtetl, the United States, and modern Israel will be read in English translation.

4 credits

*Howard Adelman*

M W F 2:10–3 p.m.

### 200-Level Courses

Prerequisite: permission of the instructor required for freshmen.

### 224b Introduction to Rabbinic Texts

Topic for 1987–88: Women in Rabbinic Literature. An introduction to the Jewish textual tradition, the world of rabbinic discourse, and the literary genres produced, including biblical narratives about

women and female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women in Mishnah, Gemara, responsa, codes, and commentaries, addressing issues of marriage, the family, divorce, abandonment, lesbianism, adultery, abortion, birth control, prostitution, rape. All readings will be in English translation. This course is part of the Spring 1988 Women's Studies Course Cluster "Women: Reading the Past, Writing the Self" and requires attendance at several Thursday evening lectures. See page 321 for more information.

4 credits

*Howard Adelman*

M W F 2:10–3 p.m.

### 226a Jews and World Civilization from Roman Times to the Expulsion from Spain (c. 30–1492)

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity, dispersions, the Crusades; Jews and Jewish culture in Medieval Christian Europe and in Muslim Spain.

4 credits

*Howard Adelman*

M W F 1–2 p.m.

### 226b Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492–1942)

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States, and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, anti-Semitism, enlightenment, secularization, Zionism, radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism).

4 credits

*Howard Adelman*

M W F 1–2 p.m.

### 300 Level-Courses

Prerequisite: at least one 200-level course in one of the following fields: Jewish studies, religion, history, or permission of the instructor.

#### [383a Jewish Studies Colloquium]

History and Literature of the Holocaust. Interdisciplinary approaches to current scholarship on the destruction of European Jewry from 1933–1945. Topics will include: the question of uniqueness, relationship to Jewish history, Jewish/Christian guilt and responsibility, implications for contemporary theology, law, education, psychology, morality, Jewish/Christian relations. To be offered in 1988–89.

4 credits

## The Minor

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year. Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English, Italian, and Spanish. Jewish texts

participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British, and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam possess traditions in common with Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry, and Hebrew. A minor in Jewish studies serves to complement offerings in Bible, New Testament, or Christian theology; ancient, medieval, early modern, or modern history; archaeology, government, anthropology, or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

#### Hebrew Scriptures

- |            |   |
|------------|---|
| ARC 201a   | Introduction to Archaeology                 |
| REL 210a   | Introduction to the Bible I                 |
| [REL 311b] | Seminar: Issues in Biblical Interpretation] |
| REL 312b   | Archaeology in Biblical Studies             |

#### Jewish History

- |          |                                      |
|----------|--------------------------------------|
| JUD 226a | Jews and World Civilization, 30–1492 |
|----------|--------------------------------------|



- JUD 226b Jews and European Civilization, 1492–1942

#### Jewish Literature

- JUD 187a The Jewish Heritage  
JUD 224b Introduction to Rabbinic Literature

#### Jewish Religious Thought

- REL 110b Jewish-Christian Relations  
[REL 235a Jewish Philosophers and Mystics in the Middle Ages]  
REL 236a Jewish Thought in the Twentieth Century

#### Hebrew

- [REL 185 Biblical Hebrew]  
REL 285a Hebrew Religious Texts  
REL 285b Hebrew Religious Texts  
REL 382b Directed Readings in Religious Texts

#### Contemporary Jewry

- SOC 213b Ethnic Minorities in America  
SOC 313b Immigrants and Exiles  
GOV 227a Government and Politics of Israel  
[GOV 348a Seminar in Comparative Government and International Relations: The Arab-Israeli Dispute]  
[JUD 383a Jewish Studies Colloquium: History and Literature of the Holocaust]

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their freshman year. See the director.

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## Interdepartmental Major and Minor in Latin American Studies

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### Advisers and Members of the Latin American Studies Committee

Donald Joralemon, Assistant Professor of Sociology and Anthropology, *Director*

Susan C. Bourque, Professor of Government

\*Alice Rodrigues Clemente, Professor of Spanish and Portuguese and of Comparative Literature

Erna Berndt Kelley, Professor of Spanish and Portuguese

Andrew Zimbalist, Professor of Economics

\*Charles Mann Cutler, Jr., Associate Professor of Spanish and Portuguese and of Afro-American Studies

Marina Kaplan, Assistant Professor of Spanish and Portuguese and of Latin American Studies

Nola Reinhardt, Assistant Professor of Economics

Nancy Saporta Sternbach, Assistant Professor of Spanish and Portuguese

Ann Zulawski, Assistant Professor of History and of Latin American Studies

Elaine N. Miller, Head of the Reference Department, Neilson Library

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### The Major

Basis: HST 260a and HST 261b or 262a.

#### Requirements:

1. SPP 216a and b or two of the following:  
SPP 370, 371, 372, 373; a reading knowledge of Portuguese and/or one course related to Brazil is recommended.
  2. Five semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least three of the five must be selected from economics, government, and anthropology; at least two of the five must be 300-level courses.
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### Honors

**501a Thesis**  
8 credits

### The Minor

Requirements: six courses dealing with Latin America to be selected from anthropology, economics, government, history, and literature. They must include HST 260 and 261, and SPP 216a or 216b, and at least one course at the 300 level.

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Interdepartmental Minor  
in  
Logic

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Co-directors and Advisers

James Henle, Associate Professor of Mathematics

Thomas Tymoczko, Professor of Philosophy

Stan Wagon, Associate Professor of Mathematics

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

100a Valid and Invalid Reasoning: What Follows from What? (E)

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 121.

4 credits

*James Henle (Mathematics)*

*Thomas Tymoczko (Philosophy)*

M W F 9:20–10:30 a.m.

Five courses will be required:

- LOG 100a Valid and Invalid Reasoning  
or  
[PHI 121a Introductory Logic]  
[MTH 207a Mathematical Structures]  
PHI 220b Logic and the Undecidable

Plus two of the following:

- CSC 115a Introduction to Computing  
or b and Computer Programming  
CSC 116a Introduction to Computer  
Science  
MTH 153a Introduction to Discrete  
or b Mathematics

- MTH 224b Topics in Geometry  
PHI 224a Philosophy and History of  
Scientific Thought  
MTH 233a An Introduction to Modern  
Algebra  
[PHI 236a Linguistic Structures]  
MTH 238a Theory of Numbers  
CSC 250a Foundations of Computer  
or b Science  
PHI 262b Meaning and Truth  
MTH 350b Topics in the History of  
Mathematics  
Special Studies in Logic

## Interdepartmental Minor in Marine Sciences

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### Advisers

\*Allen Curran, Professor of Geology, *Co-director*

Paulette Peckol, Assistant Professor of Biological Sciences (at Smith College under the Five College Coastal and Marine Sciences Program), *Co-director*

\*John Burk, Professor of Biological Sciences

Mary Laprade, Lecturer in Biological Sciences

Peter Rowe, Professor of Government

Brian White, Professor of Geology

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The marine sciences minor permits students interested in the oceanic system to study this system in a coherent manner through a combination of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students may then choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management.

Requirements: six semester courses, including three required courses as follows:

GEO 116b Oceanography

BIO 244a Marine Ecology

A Special Studies or seminar course chosen with the advice of the minor adviser  
AND

Three elective courses from the following areas:

### Geology:

231a Invertebrate Paleontology and Paleocology

232a Sedimentology

311a Exploration Geophysics

[334b Carbonate Sedimentology]

301a Special Studies (a or b)

### Biological Sciences:

205a Invertebrate Zoology

[240a Principles of Ecology]

[241a Conservation of Natural Resources]

[242a Plant Ecology]

314a Morphology of Algae and Fungi

344b Biogeography

[343b Selected Environmental Problems]

346b Topics in Marine Ecology (E)

350 Special Studies (a or b)

### Social Sciences:

ECO 224a Environmental Economics

GOV 242b International Law

GOV 340a Seminar in International Law

GOV 381 Special Studies (a or b)

[PPL 303b Public Policy for Marine and Coastal Resources]

### Five College Course Possibilities:

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Botany 524s Coastal Plant Ecology

Wildlife/Fish. Biology 571f Introduction to Marine Fisheries

Geology 591f Marine Micropaleontology

A & RE 474s Marine Resources  
Economics

Geography 566s The Water's Edge



**CE 559s Engineering Oceanography****Off-Campus Course Possibilities:**

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program) and Woods Hole Oceanographic Institution (spring semester courses). (Smith is an affiliate through the Five Colleges Coastal and Marine Sciences Program).

Williams/Mystic Seaport Program (Smith is an affiliate).

SEA Semester

West Indies Laboratory Course Program on St. Croix

## Departmental Major and Minor in Mathematics

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### Professors

Marjorie Lee Senechal, Ph.D.  
James Joseph Callahan, Ph.D.  
Michael O. Albertson, Ph.D., *Chair*  
David Warren Cohen, Ph.D.

†Phyllis Cassidy, Ph.D.

### Associate Professors

James M. Henle, Ph.D.  
Stan Wagon, Ph.D.  
Joan P. Hutchinson, Ph.D.

### Assistant Professors

†Patricia L. Sipe, Ph.D.  
\*Robert J. Currier, Ph.D.  
Gitanjali Joglekar, Ph.D.

### Instructor

Mary Beck, M.S.

### Lecturer

Judith Moran, M.S.

### Laboratory Instructor

Mary Murphy, M.A.T.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics. Students with questions concerning placement, or those interested in majoring in mathematics, are encouraged to consult a math adviser.

A student with four years of high school mathematics but no calculus should enroll in Calculus I. A student who has had a full year of calculus in high school should enroll in Introduction to Discrete Mathematics. If the year of high school calculus did not include material on sequences and series, then the student should, sometime in her first two years at Smith, enroll in the two-credit course, Sequences and Series. A student with at least half a year, but less than a full year of high school calculus, might start in either Calculus II or Introduction to Discrete Mathematics.

A student with less than four years of high school mathematics should enroll in Pre-Calculus. Those who have not had mathe-

tics for an extended period of time should consult the instructor of Algebra and Trigonometry.

Students who receive scores of 4 or 5 on the Advanced Placement Test Calculus AB may receive four credits, provided they do not complete Calculus I or II for credit. Those who receive a 4 or 5 on the Calculus BC may receive eight credits, provided they do not complete Calculus I, II, or Sequences and Series for credit. These students should begin their college mathematics with Introduction to Discrete Mathematics.

Basic Statistics with Applications is intended for students who are not potential math majors.

### 111 Algebra and Trigonometry

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem solving techniques and analytical thinking. Topics include logic and elementary set theory,

the arithmetic of the real number system, the geometry of the real line, linear and quadratic equations, absolute value, inequalities, the real plane, conic sections, trigonometry, and elementary functions. Enrollment limited to 15. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both MTH 111 and MTH 120a or b.

8 credits

*Judith Moran*

M W F 9:20–10:30 a.m.

### 120a Pre-Calculus Mathematics

Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before taking calculus.

4 credits

*Mary Murphy*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

### 120b A repetition of 120a

4 credits

*Mary Murphy*

M W F 9:20–10:30 a.m.

### 121a Calculus I

The derivative, the antiderivative, differentiation, applications to graphs, optimization problems, the definite integral.

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 10:40–11:50 a.m.; M F 1–2 p.m.,

W 1–3 p.m.; T Th 1–2:50 p.m.

### 121b A repetition of 121a

4 credits

*Members of the Department*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50

a.m.; M F 1–2 p.m., W 1–3 p.m.

### 122a Calculus II

Inverse functions, introduction to differential equations, techniques and applications of integration, Taylor approximations. Prerequisite: 121a or b or the equivalent.

4 credits

*Members of the Department*

M W F 8–9:10 a.m., M W F 9:20–10:30 a.m.,

M W F 10:40–11:50 a.m.

### 122b A repetition of 122a

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 10:40–11:50 a.m.

### 123a Sequences and Series

Infinite sequences and series, power series, and polynomial approximation. For students who have had a year course in calculus that did not include sequences and series. Credit will not be given for 123 and 122 taken prior to fall 1986. Prerequisite: 122a or b or the equivalent.

2 credits

*James Henle*

T Th 11–11:50 a.m.

### 123b A repetition of 123a

2 credits

*Michael Albertson*

T Th 11–11:50 a.m.

### 147b Basic Statistics with Applications (E)

A non-calculus, non-major oriented course that emphasizes drawing valid conclusions from statistical information and recognizing abuses of statistics. Topics include description of data sets, Binomial, Poisson, and normal probability distributions, analysis of variance, regression/correlation, chi-square test, nonparametric methods. Enrollment in lab sections limited to 15.

4 credits

*Gitanjali Joglekar*

Lec. M W F 2:10–3 p.m., lab Th 7:30–9:30 p.m.

### 153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics.

4 credits

*Michael Albertson, Marjorie Senechal*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.

**153b** A repetition of 153a

4 credits

*James Henle*

M W F 10:40–11:50 a.m.

**201a** Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry, and others. Prerequisite: 122a or b or the equivalent, or 121a or b and 153a or b.

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

**201b** A repetition of 201a

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.

**202a** Calculus III

Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 122a or b; 201a or b is suggested.

4 credits

*Stan Wagon*

M W F 1–2 p.m.

**202b** A repetition of 202a

4 credits

*Members of the Department*

M W F 8–9:10 a.m.; M W F 1–2 p.m.

**204a** Topics in Applied Mathematics

Topic for 1987–88: The Mathematics of Empirical Science. The logical structure of systems of scientific experiments, both classical and quantum systems. The Principle of Uncertainty. The geometry of the state space of a physical system. The class will construct a precise mathematical framework in which to discuss some of the philosophical questions at the heart of modern science. No background in physics is expected. Prerequisite: 201a or b.

4 credits

*David Cohen*

M W F 9:20–10:30 a.m.

**205a** Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisite: 123a or b, (122 a or b before fall 1986), 201a or b and 202a or b, or permission of the instructor.

4 credits

*Mary Beck*

T Th 9:30–10:50 a.m.

**[207a** Mathematical Structures]

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: PHI 121a or b or a 200-level mathematics course, or permission of the instructor. Offered in alternate years.

4 credits

**210b** Introduction to Numerical Methods

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 123a or b (122a before fall 1986), 201a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal.

4 credits

*Michael Albertson*

T Th 9:30–10:50 a.m.

**PHI 220b** Logic and the Undecidable**222a** Differential Equations

Theory and applications of ordinary differential equations. Prerequisites: 123a or b (122 a or b before fall 1986), 201a or b and 202a or b, one of which may be taken concurrently.

4 credits

*James Henle*

T Th 8–9:20 a.m.

**224b** Topics in Geometry

Topic for 1987–88: Relativity. The geometry of space-time, Lorentz transformations and



invariants, physical consequences, curvature and its relation to gravity. Prerequisite: 201a or b.

4 credits

*James Callaban*

M W F 1–2 p.m.

### 233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings, and fields. Prerequisite: 121 a or b or the equivalent, and 201a or b, or permission of the instructor.

4 credits

*Riaz Khan*

M W F 1–2 p.m.

### 238a Theory of Numbers

Properties of the integers, especially primality and factorization, with an emphasis on applications to cryptography. Prerequisite: 121a or b or the equivalent, and 201a or b, or permission of the instructor.

4 credits

*Stan Wagon*

M W F 2:10–3 p.m.

### 243b Introduction to Analysis

The real number line, continuous functions, differentiation, sequences and series of functions, measure and integration. Prerequisites: 123a or b (122a or b before fall 1986), 201a or b and 202a or b, or permission of the instructor.

4 credits

*David Cohen*

M W F 9:20–10:30 a.m.

### 245a Statistics: Testing of Hypotheses

An introduction to statistical inference: random variables; special distributions (binomial, normal); point and interval estimation; hypothesis testing (type I and type II errors); sampling distributions (student's t, chi-squared); standard parametric as well as nonparametric tests with a wide variety of applications. The mathematical foundations of statistical inference will be discussed along with implications of its interpretation in practice. Prerequisite: 122a or b or the equivalent.

4 credits

*Gitanjali Joglekar*

M W F 8–9:10 a.m.

### 246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 123a or b (122 a or b before fall 1986).

4 credits

*Gitanjali Joglekar*

M W F 9:20–10:30 a.m.

### 247b Statistics: Introduction to Regression Analysis

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisite: 201a or b.

4 credits

*Gitanjali Joglekar*

M W F 1–2 p.m.

### CSC 250a, 250b Foundations of Computer Science

### CSC 252b Design and Analysis of Algorithms

### 253b Combinatorics and Graph Theory

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisite: 201a or b.

4 credits

*Joan Hutchinson*

T Th 9:30–10:50 a.m.

### 299a Colloquium in Mathematics

This course consists of a sequence of lectures on diverse topics in mathematics. Speakers will include faculty members from Smith and other institutions, as well as students working on honors projects in mathematics. All class meetings are open. May be repeated for credit. Prerequisite:

201a or b, 202a or b, and either two additional courses at the 200 level or permission of the director.

2 credits

*James Henle*

T 3–4:50 p.m.

**299b** A repetition of 299a

2 credits

*Michael Albertson*

T 3–4:50 p.m.

**301a, 301b** Special Studies

By permission of the department, for majors who have had at least four semester courses beyond 122a or b.

4 credits

**[303b** Advanced Topics in Discrete Applied Mathematics]

Alternates with 304b. Prerequisites: two of 233, 238, 253, CSC 250 and CSC 252, or permission of the instructor. To be offered in 1988–89.

4 credits

**304b** Advanced Topics in Continuous Applied Mathematics

A dynamical system is any system (astronomical, ecological, economic, etc.) which evolves over time. While the study of such systems has its roots in the eighteenth century with the development of calculus, there have been major developments in the last fifteen years that have led to novel insights into the workings of dynamical processes. Some of these developments are the increased availability of computers for detailed numeric and geometric investigations of complicated systems, the greatly increased role of mathematical modeling throughout the sciences and social sciences, and the discovery of the potentially central role that chaos plays in many instances. All of these developments will be explored in this course. Prerequisites: 205a and 222a; programming experience expected. Alternates with 303b. This course is sponsored by the Five College Applied Math Program.

4 credits

*James Callaban, Ken Hoffman*

T Th 1–2:50 p.m.

**317a** Topics in Mathematics Education

Topic for 1987–88: What shall we do about geometry? Geometry is the problem child of the high school curriculum. In the last decade its role has become confused and diminished as curricular priorities have changed, yet the need for a geometry course that speaks to the real world is increasingly felt. We will survey the geometry curriculum, (past, present, and future) through printed materials and classroom observation, and develop resources for classroom use. Prerequisites: two 200-level mathematics courses.

4 credits

*Marjorie Senechal*

Th 3–4:50 p.m.

**324b** Complex Variables

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 205a or 243b.

4 credits

*Riaz Khan*

M W F 9:20–10:30 a.m.

**333b** Topics in Abstract Algebra

Topic for 1987–88: The Kaleidoscope. The theory of the kaleidoscope and its generalization to higher dimensions. Topics will include groups of orthogonal transformations, coxeter groups and their diagrams, generators and relations, invariants. Prerequisite: 233a.

4 credits

*Marjorie Senechal*

T Th 1–2:50 p.m.

**342a** Topics in Topology and Geometry

Topic for 1987–88: To be announced. Prerequisite: 243b or permission of the instructor.

4 credits

*To be announced*

T Th 1–2:50 p.m.

**343a** Topics in Mathematical Analysis

Topic for 1987–88: Hilbert Space and Quantum Logic. The class will learn about Hilbert space, dual spaces, projection lattices and the spectral theorem. Throughout

the course these ideas will be used to investigate the construction of quantum logics, states of physical systems, and the uncertainty principle. No background in physics is expected. Prerequisite: 243b or permission of the instructor.

4 credits

*David Cohen*

M W F 1–2 p.m.

### 350b Topics in the History of Mathematics

Topic for 1987–88: The History of Infinity. Prerequisites: any two of 210b, 207b, 224b, 233a, 238a, 243b, 253b.

4 credits

*James Henle*

Th 3–4:50 p.m.

## Graduate

### 420a, 420b Special Studies in Topology and Analysis

4 credits

### 430a, 430b Special Studies in Modern Geometry

4 credits

### 440a, 440b Special Studies in Algebra

4 credits

## The Major

**Advisers:** Michael Albertson, James Callahan, Phyllis Cassidy, David Cohen, Robert Currier, James Henle, Joan Hutchinson, Gitanjali Joglekar, Marjorie Senechal, Patricia Sipe, Stan Wagon.

**Adviser for Study Abroad:** Marjorie Senechal.

Requirements for the major: 36 credits, including 201a or b and 202a or b. All but four of the credits must be at the intermediate (200) or advanced (300) level, at least four credits must be at the advanced level; however neither 301 nor 317 satisfy this requirement. Beginning with 1989, 299a or

b is required. Up to eight of the required credits may be replaced by twice as many credits from the following courses: AST 222b, 337a, 343a, 344b; CHM 231a and/or b; CSC 215a or b, 390b; PHY 214b, 220b, 222a, [322b], [334b], 340a.

## The Minor

**Adviser:** James Callahan, Director.

The minor in mathematics consists of 201a or b plus 16 other credits selected from any one of the following groups. In the applied mathematics minor, four of the credits may be replaced by eight credits from the above list.

### Applied Mathematics Minor

202, 204, 205, 210, 222, 233, 246, 247, 253, [303], 324, PHY 200

### Discrete Mathematics Minor

210, PHI 220, 233, 238a, CSC 250, CSC 252, 253, [303], 333

### Algebra-Analysis-Geometry Minor

202, 224, 233, 238a, 243, 333, 342, 343  
Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## Honors

**Director:** Joan Hutchinson.

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

Requirements: in addition to the 36 credits required for the major, students must take 501a or b, or 502 (for either eight or twelve credits) in the senior year.

Directed reading, exposition, and a thesis. The topic of specialization chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.



## Interdepartmental Major in Medieval Studies

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### Advisers and Members of the Medieval Studies Council

Paul Evans, Professor of Music

\*\*Lester Little, Professor of History, *Director, first semester*

Joachim Stieber, Professor of History, *Director, second semester*

Jochanan Wijnhoven, Professor of Religion

Craig Davis, Assistant Professor of English Language & Literature

Arnold Klukas, Assistant Professor of Art

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Students are advised to consult the current Five College medieval studies brochure when selecting their courses.

Note: no single course may be counted in fulfillment of more than one of the requirements.

#### Basis:

- A. Two semester courses in different departments, chosen from among the following: ART 100 (only the first semester may be counted for credit in the major); ENG 120a (section on "Medieval Narrative"), ENG 120b (section on "The Icelandic Saga"), ENG 207 (only the first semester may be counted for credit in the major); FRN 210a or b; HST 100a; ITL 226a; MUS 200a; SPP 215a or b.
- B. LAT 111 or 111Db (unless exempted by the classics department), to be taken no later than the junior year. (Students are encouraged to take, whenever possible, at least one semester of Latin beyond the level of LAT 111 or 111Db.)

#### Requirements:

1. 11 semester courses, including the basis and LAT 111 or 111Db (unless exempted from the Latin requirement);
2. seven courses in addition to the basis, above the 100 level, as follows: one semester medieval history course,

chosen from the listing below; one semester medieval religion course, chosen from the listing below; one semester medieval course in either art or music, chosen from the listing below; two semester courses in medieval language and/or literature, not necessarily taken in the same department; (one course in classical Latin literature may be taken in addition to LAT 213b in fulfillment of this requirement); and two other semester courses, chosen from the listing below.

Distribution: three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., FRN 345a, LAT 212a and LAT 213b; two courses must be taken in another of the participating departments).

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

**301, 301a, 301b Special Studies**

Admission by permission of the instructor  
and the Medieval Studies Council.  
4 credits

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**Honors**

**Director:** Craig Davis.

**501a Thesis**

Admission by permission of the Medieval  
Studies Council.  
8 credits

Requirements: the same as those for the  
major; a thesis, normally one semester, the  
subject of which should, preferably, be  
determined in the second semester of the  
junior year; an oral examination on the the-  
sis and a written examination on the area of  
concentration within the major.

**Approved courses for 1987–88  
are as follows:**

**Art**

- 221a Early Medieval Art
- 321b Studies in Medieval Art

**Comparative Literature**

- 322a Words and Music in Medieval Lyric

**Latin**

- 212a Poetry of Ovid
- 212b Virgil, *Aeneid*

**English**

- 211b Old English (*Beowulf*)
- 214a Chaucer
- 214b Chaucer

**French**

- 345a French Thought  
Topic for 1987–88: The Renaissance  
of the Twelfth Century

**History**

- 221a Social History of European Monasti-  
cism

- 222b Early English History
- 223a Europe From 1300–1530 and the  
Civilization of the Renaissance in  
Italy
- [291b Topics in Comparative History]

**Italian**

- 332 Dante: *Vita Nuova*, *Divina  
Commedia*

**Jewish Studies**

- 226a Jews and World Civilization from  
Roman Times till the Expulsion  
from Spain (c. 30–1492)

**Music**

- 402a Proseminar in Music History

**Religion**

- 110b Thematic Studies in Religion:  
Jewish-Christian Relations
- 231a Eastern Christian Thought and  
Worship
- 232b Western Christian Thought and  
Worship (1100–1800)
- 275b Islam
- 382b Directed Readings in Religious  
Texts: Hebrew, Greek, or Latin

**Spanish and Portuguese**

- 332b *El Libro de Buen Amor* and *La  
Celestina*

## Departmental Major and Minor in Music

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### Professors

Paul Richer Evans, Ph.D.

Philipp Otto Naegele, Ph.D.

\*Lory Wallfisch

\*\*William Petrie Wittig, Mus.M.

Ronald Christopher Perera, A.M.

Peter Anthony Bloom, Ph.D.

Donald Franklin Wheelock, M.Mus.

John Porter Sessions, Mus.M.

Richard Jonathan Sherr, Ph.D., *Chair*

### Associate Professors

Kenneth Edward Fearn, Mus.M.

†Monica Jakuc, M.S.

Ruth Ames Solie, Ph.D.

†Karen Smith, M.M.

Janet Lyman Hill, M.A.

### Assistant Professors

Jane Bryden, M.M.

Raphael Atlas, Ph.D.

John Van Buskirk, M.M.

Grant R. Moss, M.M.A.

Suzanne McAllister, Acting Director of  
Choral Music

### Lecturers

Tamara Harsh, M.M.

William Parker, B.A.

Jamée Ard, M.Mus.

Prospective majors are advised to take 110a and 111b in the freshman year and 200a and 201b in the sophomore year.

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## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for freshmen and sophomores.

**1 credits**

#### A. Fundamentals of Music

An introduction to the elements of music. Through composing and analyzing, students will explore notation, rhythm, melody, harmony, and simple counterpoint.

*Raphael Atlas*

M W F 1–2 p.m.

#### B. The Art of Listening

An introduction to music with emphasis on the aural understanding of a varied musical repertoire, some of which may be chosen by members of the class, but not on written notation or technical analysis.

*Ruth Solie*

M W F 2:10–3 p.m.

#### C. Music, the Visual Arts, and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film, and television.

*William Wittig*

T 1–2:50 p.m., Th 11–11:50 a.m.

#### D. Contemplating Opera

An introduction to opera through a close examination of selected masterpieces. Emphasis on the way composers respond to the dramatic

action and characterization provided by a libretto. The work of the course will include viewing operas on videotape. Operas to be studied in 1987-88: *The Marriage of Figaro*, *The Magic Flute*, *Aida*, *Carmen*, *La Bohème*, *Der Rosenkavalier*.  
*Richard Sherr*  
M W F 2:10-3 p.m.

**101b Colloquia**  
4 credits

**A. Fundamentals of Music**

A repetition of 100a (A)  
*Raphael Atlas*  
T Th 1-2:50 p.m.

**B. Words and Music**

An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests.  
*Donald Wheelock*  
M W F 3:10-4 p.m.

**C. Women Composing**

An exploration of the lives and the music of women who composed in the Western tradition, in various historical periods. Emphasizing primary source documents, the course will consider contemporary views of their accomplishments, their own assessments, and their access to appropriate education and professional training. This course is part of the Spring 1988 Women's Studies Course Cluster "Women: Reading the Past, Writing the Self" and requires attendance at several Thursday evening lectures. See page 321 for more information.  
*Ruth Solie*  
M W F 1-2 p.m.

with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors. To be offered in 1988-89.  
4 credits

**103a Sight-Singing**

Instruction and practice in singing intervals, rhythms, and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship.  
1 credit  
*Tamara Harsh*  
T Th 1-2:30 p.m.

**103b A repetition of 103a**

1 credit  
*Tamara Harsh*  
T Th 1-2:30 p.m.

**110a Analysis and Repertory**

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music.  
4 credits  
*Ruth Solie, Donald Wheelock*  
M W F 9:20-10:30 a.m.; M W F 10:40-11:50 a.m.

**111b Analysis and Repertory**

A continuation of 110a. Prerequisite: 110a or permission of the instructor.  
4 credits  
*Raphael Atlas, Donald Wheelock*  
M W F 10:40-11:50 a.m.; M W F 2:10-3 p.m.

**PHY 126b Musical Sound**

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**Intermediate and Advanced Courses**

**200a A Historical Survey of Music**

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-eighteenth century. Open to all students (including freshmen)

**[102b Classical and Popular Music in the Twentieth Century]**

An introduction to music designed specifically for those with no previous training,



who have had some previous musical experience or who have obtained permission of the instructor.

4 credits

*Paul Evans*

T Th 9:30–10:50 a.m.

### 201b A continuation of 200a

Western music from the mid-eighteenth century to the twentieth century. Prerequisite: 110a or permission of the instructor.

4 credits

*Peter Bloom*

T Th 9:30–10:50 a.m.

### 210a Advanced Tonal Analysis

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor.

4 credits

*Raphael Atlas*

M W F 10:40–11:50 a.m.

### 211b Tonal Counterpoint

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: a course in tonal harmony or permission of the instructor.

4 credits

*Raphael Atlas*

M W F 1–2 p.m.

### 219a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisite: 111b and 201b and permission of the instructor. Enrollment limited to 10.

1 credit

*Suzanne McAllister*

T 3–4:50 p.m.

### 220b Conducting

A continuation of 219a. Prerequisite: 219a or permission of the instructor. Enrollment limited to 10.

1 credit

*Suzanne McAllister*

T 3–4:50 p.m.

### [221b Contemporary Procedures]

Study of major developments in twentieth-century music. Writing and analytic work focusing on non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisite: 111b or permission of the instructor. To be offered in 1988–89.

4 credits

### 223a Topics in Performance

Topic for 1987–88: The Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Prerequisites: 110a, a course in piano performance, and permission of the instructor.

4 credits

*Kenneth Fearn*

T Th 1–2:50 p.m.

### 233a Composition

Basic techniques of composition, including melody, simple two-part writing, and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock*

M W F 2:10–3 p.m.

### PHI 233b Aesthetics

### 234b Composition

A continuation of 233a. Prerequisite: 233a or permission of the instructor.

4 credits

*Ronald Perera*

M W F 10:40–11:50 a.m.

### [251a The History of the Opera]

History of the form from its inception to the present, with emphasis on selected masterworks. To be offered in 1988–89.

4 credits

### 253a Popular Music in the Nineteenth Century

An examination of the published vocal music of nineteenth-century England and America, with special attention to the work

of Arthur Sullivan in England and of Henry Russell, Stephen Foster, George F. Root, and Paul Dresser in America. A reading knowledge of music is recommended.

4 credits

*Richard Sherr*

T 11–11:50 a.m., Th 1–2:50 p.m.

### CLT 271b Richard Wagner

#### [302a Music in the Middle Ages]

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the fourteenth century. Prerequisite: 200a or permission of the instructor. To be offered in 1988–89.

4 credits

#### 303b Music of the Renaissance

Sacred and secular music in Western Europe during the fifteenth and sixteenth centuries. Prerequisite: 200a or permission of the instructor.

*Richard Sherr*

M W F 2:10–3 p.m.

#### 305b Music of the High Baroque

Bach, Handel, Rameau, and their contemporaries. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

T 1–2:50 p.m., Th 11–11:50 a.m.

#### 306a Mozart and Haydn

A study of aspects of the classical style, with emphasis on the genres of the symphony, concerto, and string quartet. Prerequisite: 201b or permission of the instructor.

*Peter Bloom*

T Th 9:30–10:50 a.m.

#### [307b Beethoven]

A chronological survey of Beethoven's music, concentrating on the piano sonatas, string quartets, and symphonies. Prerequisite: 201b or permission of the instructor. To be offered in 1988–89.

4 credits

#### 308a Music in the Nineteenth Century

From the death of Beethoven to the death of Mahler: selected works in large- and small-scale forms from analytical and historical perspectives. Prerequisite: 201b or permission of the instructor.

4 credits

*Peter Bloom*

T 3–4:50 p.m., Th 3–3:50 p.m.

#### 310a Modern Music

Selected works by Debussy, Schoenberg, Berg, and Dallapiccola from analytical and historical perspectives. Prerequisite: 201b or permission of the instructor.

4 credits

*John Sessions*

Th 7:30–9:30 p.m.

#### [EDC 316b The Teaching of Music]

#### CLT 322a Words and Music in Medieval Lyric

#### [IDP 326b Patronage of Music in Renaissance and Early-Modern Europe]

See Interdepartmental and Extradepartmental Course Offerings.

#### 331b Topics in Theory

Taking as its premise that American musical composition is undergoing a period of stylistic pluralism, this course will examine representative composers and recent works that embody such diverse tendencies as "mainstream" modernism, the new tonality, minimalism, experimental music, and performance art. Several short papers and one large project. Prerequisite: two 200-level courses in theory or composition or permission of the instructor.

4 credits

*Ronald Perera*

M W F 9:20–10:30 a.m.

#### 340a Seminar in Composition

Recommended background: a year of composition study. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged

**340b A repetition of 340a**

4 credits

*Donald Wheelock*

To be arranged

**345b Electronic Music**

Introduction to *musique concrète* and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Recommended background: a semester course in music theory or composition.

4 credits

*Ronald Perera*

M 3:10–4 p.m., Th 3–4:50 p.m.

**[345b Electronic Music Composition]**

Enrollment limited to six. Prerequisites: 345a and permission of the instructor. To be offered in 1988–89.

4 credits

## Graduate Courses

Requirements for the master of arts degree in music are listed on page 30 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Peter Bloom.

**400, 400a, 400b Research and Thesis**

4 credits

**401, 401a, 401b Special Studies**

4 credits

**402 Proseminar in Music History**

Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor.

8 credits

*Paul Evans (first semester)* M 7:30–9:30 p.m.

*Richard Sherr (second semester)* T 3–4:50 p.m.

**[403b Seminar in Medieval Music]**

4 credits

**[406a Seminar in Renaissance Music]**

4 credits

**407b Seminar in Baroque Music**

4 credits

*Paul Evans*

Th 3–4:50 p.m.

**410b Seminar in Contemporary Music**

A consideration of early non-tonal works by Schoenberg and of late songs and piano music by Debussy.

4 credits

*John Sessions*

M 7:30–9:30 p.m.

**411a Seminar in the History of Music Theory**

A study of the principal writers on the theory of music from the Greeks to the early twentieth century, with particular emphasis on the interaction between theoretical speculation and musical style. Undergraduate music majors accepted by permission of the instructor.

4 credits

*Ruth Solie*

W 7:30–9:30 p.m.

## Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction and for the use of practice rooms.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors

from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking two-credit courses in performance are expected to practice a minimum of one hour a day; those taking four-credit courses in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department.

Introductory-level courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as two-credit courses. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for full credit.

Intermediate- or advanced-level courses in performance may be taken within a regular program as a four-credit course, or above a regular program as either a four-credit course or a two-credit course. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the 100-level courses must take either Music 110a or Fundamentals of Music and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the department. Students must register for per-

formance courses at the department office, but registration is tentative until audition results are posted.

**Stringed Instruments, Wind Instruments:** Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for MUS 141 are expected to perform a song for solo voice.

**Piano:** Candidates for MUS 121 are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to freshmen, but a candidate who demonstrates advanced proficiency in piano may receive special permission to register for MUS 132 in the freshman year.

All students in performance courses, regardless of level of advancement, proceed sequentially from the lowest course number to the highest.

**Piano.** 121, 122, 222, 323. *Lory Wallfisch, Kenneth Fearn, John Van Buskirk.*

**Organ.** 132, 232, 333. Prerequisite: 121 or the equivalent. *Grant Moss.*

**Harpsichord.** 123, 224, 325. Prerequisite: 121 or permission of the instructor. *Lory Wallfisch, to be announced.*

**Voice.** 141, 142, 242, 343. *Jane Bryden.*

**Violin.** 151, 152, 252, 353. *Philipp Naegele, Janet Hill.*

**Viola.** 161, 162, 262, 363. *Janet Hill.*

**Violoncello.** 171, 172, 272, 373. *John Sessions.*

**Double bass.** *Salvatore Macchia (U Mass).*

**Viola da Gamba.** 163, 164, 264, 364. *Alice Robbins.*



**Wind Instruments.** 181, 182, 282, 383.  
*William Wittig*, flute; *Peter Bloom*, oboe;  
*Lynn Sussman*, clarinet; *Dennis Godburn*  
 (UMass), bassoon; *Emily Samuels*, recorder.

**Brass Instruments.** Instructors from UMass:  
*Walter Chesnut*, trumpet; *Lamar Jordan*,  
 trombone; *George Parks*, tuba.

**Percussion.** *Peter Tanner* (UMass).

**Guitar.** *Philip de Fremery* (Mount Holyoke).

**Lute.** *Robert Castellano*.

**Other Instruments.** 112, 113, 212, 213.

#### [241a English Diction for Singers]

Prerequisite: 142 or permission of the instructor. Two class hours. To be offered in 1988–89.

1 credit

#### [241b German and French Diction for Singers]

Prerequisite: 142 or permission of the instructor. Two class hours. To be offered in 1988–89.

1 credit

### Graduate Performance Courses

**Piano.** 424, 425.

**Organ.** 434, 435.

**Harpsichord.** 426, 427.

**Voice.** 444, 445.

**Violin.** 454, 455.

**Viola.** 464, 465.

**Violoncello.** 474, 475.

**Viola da Gamba.** 468, 469.

**Wind Instruments.** 484, 485.

**Other Instruments.** 414, 415.

#### Chamber Music Ensembles

191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open on a limited basis to qualified students who are studying their instruments. These courses require a one-hour lesson and three hours of practice per week.

1 credit

*Philipp Naegele, William Wittig, Janet Hill*

#### Five College Orchestra

Two formal concerts each semester. Open by audition to students at Smith and to students at the other Valley institutions.  
*Dennis Burk* (UMass), *Conductor*

#### Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

### Choral Ensembles

**Glee Club:** open to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students.

**College Choir Alpha:** open to freshmen and sophomores, and, in some cases, juniors and seniors.

**College Choir Omega:** open to freshmen and sophomores, and, in some cases, juniors and seniors.

**Chamber Singers:** open to selected members of the Glee Club and college choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Suzanne McAllister and Tamara Harsh, Directors*.

### The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the baroque period. An extensive collection of medieval, renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the five colleges. Students may participate in the Five College Collegium (open by audition), may join

ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

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## The Major

**Advisers:** Peter Bloom, John Sessions, Ruth Solie.

**Adviser for Study Abroad:** Peter Bloom.

**Basis for the major:** 110a, 111b, 200a, and 201b.

**Requirements:** 10 semester courses: 110a, 111b, 200a, 201b, two further courses in music theory, analysis, or composition, two further courses in music history, two further classroom courses above the 100-level (under certain circumstances a colloquium may be substituted for one of these).

Majors are reminded that they may take a graduate seminar in the senior year.

**Foreign languages:** students are urged to acquire some knowledge of German, French, and Italian.

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## The Minor

**Advisers:** Peter Bloom, Ruth Solie.

**Basis:** 110a, 111b, and 200a, or 201b.

**Requirements:** six semester courses: 110a, 111b, 200a, or 201b, and three further classroom courses, no more than two of which may be colloquia.

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## Honors

**Director:** Philipp Naegele.

**501a Thesis**  
8 credits

**Requirements:** students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a thesis (501a) or a composition normally equivalent to eight credits. **Examination:** students will take an oral examination on the subject of the thesis.

## Interdepartmental Minor in Neuroscience

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### Advisers

†Richard Olivo, Professor of Biological Sciences, *Director*  
Anne E. Powell, Assistant Professor of Psychology

### Other Participating Faculty

Mary Harrington, Assistant Professor of Psychology  
Virginia Hayssen, Assistant Professor of Biological Sciences  
†Margaret Olivo, Professor of Biological Sciences  
Jeanne Powell, Professor of Biological Sciences

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The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Requirements: Four core courses:

PSY 211a    Physiological Psychology I  
BIO 230a    Animal Physiology  
[BIO 300b    Neurophysiology]  
PSY 311a    Physiological Psychology II

(Note that all of these courses have prerequisites; see departmental listings.)

Plus two electives chosen from the following:

BIO 204b    Vertebrate Biology  
PSY 212b    Developmental Psychobiology  
PSY 316b    Seminar in Biopsychology  
BIO 330b    Developmental Biology  
BIO 345a    Animal Behavior

## Departmental Major and Minor in Philosophy

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### Professors

\*Murray James Kiteley, Ph.D.  
Kathryn Pyne Addelson, Ph.D.  
Malcolm B.E. Smith, Ph.D., J.D.  
Thomas Tymoczko, Ph.D., *Chair*  
Jill G. de Villiers, Ph.D. (Psychology and  
Philosophy)

### Associate Professor

John M. Connolly, Ph.D.

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### Assistant Professor

Elizabeth V. Spelman, Ph.D.

### Research Associate

Thomas Magnell, D.Phil.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for sophomores, juniors, and seniors. Where special preparation is required, the prerequisite is indicated in the description.

#### LOG 100a Valid and Invalid Reasoning: What Follows from What? (E)

#### 100b Thinking about Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, artistic, moral, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith.

4 credits

*Elizabeth Spelman, Thomas Tymoczko*

M W F 1–2 p.m.

#### HSC 101a American Science in the Making

#### [121a Introductory Logic]

A study of some of the major discoveries of logic, such as the propositional calculus,

relations, quantifiers, sets, and referential semantics, and their application to correct reasoning. This course is intended in part to improve the student's ability to reason precisely and to deal with abstract and hypothetical thought. To be offered in 1988–89. (For 1987–88 see LOG 100a.)  
4 credits

#### 124b History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

4 credits

*John Connolly, Murray Kiteley*

M W F 10:40–11:50 a.m.

#### [125b History of Modern Philosophy]

A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant. To be offered in 1988–89.

4 credits

#### HW1 150a, [151b] A History of Western Ideas (E)

See Interdepartmental and Extradepartmental Course Offerings.



**[MTH 207a Mathematical Structures]****PPY 209a Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**210a Issues in Recent and Contemporary Philosophy**

Topic for 1987–88: “The Philosophy of Wittgenstein.” An examination of the major outlines of Wittgenstein’s thought in *Tractatus* and *Investigations*. Recommended: two prior courses in philosophy.

4 credits

*John Connolly*

M W 10:40–11:50 a.m.

**220b Logic and the Undecidable**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel’s theorems and their relevance to understanding the mind. Prerequisite: 121a or LOG 100 or a 200-level mathematics course.

4 credits

*Thomas Tymoczko*

M W F 10:40–11:50 a.m.

**AMS 220a American Philosophy in a Social Context****[PPY 221b Language]**

See Interdepartmental and Extradepartmental Course Offerings.

**222b Ethics**

An examination of the works of some major moral theorists of the western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities.

4 credits

*Malcolm B.E. Smith*

M W F 3:10–4 p.m.

**224a Philosophy and History of Scientific Thought**

An investigation into scientific discoveries and the ideas, the lives, and the times of

the scientists who made them. Cases may include Galileo, Newton, Ben Franklin, Darwin, and contemporary biologists, psychologists, and sociologists. Required are short weekly papers and a term research project.

4 credits

*Kathryn Pyne Addelson, Jill de Villiers*

M W F 2:10–3 p.m.

**233b Aesthetics**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems.

4 credits

*Elizabeth Spelman, Ruth Solie (Music)*

M 3:10–4 p.m., W 2:10–4 p.m.

**234b Philosophy and Human Nature: Theories of the Self**

Topic for 1987–88: The Emotions. An investigation of some philosophical theories about selves or persons, with an emphasis on relating these theories to our own experience.

4 credits

*Elizabeth Spelman*

M W F 9:20–10:30 a.m.

**[235b Morality, Politics, and the Law]**

A critical discussion of the relations among morality, politics, and the law, especially through examination of the different ways moral, political, and legal contexts shape the analysis of an issue. Special attention to understanding the moral, political, and legal dimensions of the tolerance and intolerance of behavior treated as “deviant.”

To be offered in 1988–89.

4 credits

**[236a Linguistic Structures]**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics. To be offered in 1988–89.

4 credits

**[237b Philosophical Topics: Nineteenth-Century Philosophy]**

A survey of some of the major figures of

nineteenth-century thought, including Hegel, Marx, Kierkegaard, and Nietzsche. To be offered in 1988–89.  
4 credits

**240a Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women. Limited to 40. Not open to freshmen.

4 credits

*Elizabeth Spelman, Johnella Butler*  
(*Afro-American Studies*)

T Th 3–4:50 p.m.

**245a Philosophy of Law: Property**

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interest in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to freshmen.

4 credits

*Malcolm B.E. Smith*

M W F 8–9:10 a.m.

**260b Philosophical Hermeneutics**

An investigation of the concept of understanding. How does understanding a poem or a dream differ from understanding a fact of nature or a scientific theory? Special attention to the views of Gadamer and Wittgenstein. Recommended: a previous course in philosophy.

4 credits

*John Connolly*

T Th 9:30–10:50 a.m.

**262b Meaning and Truth**

An examination of the central topics in the semantics of natural languages. These topics and their associated problems and theories will be organized under the two major headings of meaning and truth.

4 credits

*Murray Kiteley*

T 1–2:50 p.m., W 1–2 p.m.

**REL 263a Philosophy of Religion**

**REL 269b Phenomenology and Existentialism**

**300b Philosophy Colloquium**

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the sophomore year.

4 credits

*Murray Kiteley and Members of the Department*

T 4–5 p.m., Th 3–4:50 p.m.

**301, 301a, 301b Special Studies**

For senior majors, by arrangement with the department.

4 credits

**310b Recent and Contemporary Philosophy**

A study of the development of the Anglo-American tradition in philosophy, including an examination of such works as Putnam's *Reason, Truth and History*; Rorty's *Philosophy and the Mirror of Nature*; MacIntyre's *After Virtue*; and Kuhn's *Structure of Scientific Revolutions*.

4 credits

*Thomas Tymoczko*

M 7:30–9:30 p.m.

**Seminars**

**SOC 303a Seminar: Knowledge and Society**

**304a Value Theory**

Topic for 1987–88: Moral Passages: Issues in Reproduction and Procreation. Topics may include abortion, in vitro fertilization, surrogate motherhood, teen pregnancy. Issues will be viewed from the perspectives of the woman and her intimates, reformers, medical workers, scientists, and ethicists. Short weekly papers and term research project.

4 credits

*Kathryn Pyne Addelson*

Th 3–4:50 p.m.

**305a Topics in Feminist Theory: Gender and Human Identity**

An examination of the definition and foundations of gender and its relation to race and class as components of human identity. Prerequisite: at least one course from the philosophy, feminism, and society concentration in the philosophy minor, or permission of the instructor.

4 credits

*Elizabeth Spelman*

M 7:30–9:30 p.m.

**331a Belief, Knowledge, and Perception**

Contemporary epistemological theories and problems, including skepticism, the internalist-externalist debate, paradoxes of knowledge, knowledge change, and fallibilism.

4 credits

*Thomas Tymoczko*

T 1–2:50 p.m.

**334b Mind**

Selected problems regarding mental states, mental acts, their contents, and their objects. Topic for 1987–88: Philosophy of Human Action. A study of the concepts of the will, intention, acting for a reason, and weakness of will. Special attention is paid to Aristotle, Aquinas, Hume, Wittgenstein, Anscombe, and Davidson.

4 credits

*John M. Connolly*

T 3–4:50 p.m., Th 11–11:50 a.m.

**Graduate**

**Advisers:** Members of the Department.

**450 Research and Thesis**

8 credits

**450a, 450b Research and Thesis**

4 or 8 credits

**451, 451a, 451b Advanced Studies**

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical

Theory, Philosophy of Language, Contemporary Ethics.

4 credits

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** John Connolly.

Requirements: ten semester courses in philosophy including [121] or LOG 100, 300, any two from PHI 100, 124, [125], and two 300-level courses (other than 300b).

Courses in related departments may be included in the major program of ten semester courses only with the approval of the department.

**The Minor**

**Advisers for the Minor:** Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

**Concentration 1: Linguistics and the Philosophy of Language**

Basis: [121] or LOG 100 and [236].

In addition to the basis, at least two of 262, and [PPY 221]. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310, ANT 234 or [ANT 245].

**Concentration 2: Philosophy and the Humanities**

Basis: any two from among the following: 100, [121], LOG 100, 124, [125], HWI 150 and [151].

In addition to the basis, three courses from among the following: 222, 224, 233, [235], [237], 260, REL 269b, 304, 310, and 334.

### **Concentration 3: Philosophy, Feminism, and Society**

Basis: any two from among the following: 100, [121], LOG 100, 124, [125].

In addition to the basis, three courses from among the following: [235], 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

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## **Honors**

**Director:** Malcolm B.E. Smith.

Two semester courses from 100, 124, [125]. In addition, [121] or LOG 100 is required. For other prerequisites for specific programs, the director should be consulted.

### **501 Thesis**

8 credits

### **501a Thesis**

8 credits

### **502 Thesis**

12 credits

Requirements: a minimum of ten semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis.



## Departmental Major and Minor in Physics

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### Professors

Elizabeth S. Ivey, Ph.D., *Chair*  
Malgorzata Zielinska-Pfabé, Ph.D.

Melvin S. Steinberg, Ph.D.

\*\*W. Bruce Hawkins, Ph.D.

### Assistant Professor

Nalini Easwar, Ph.D.

### Laboratory Supervisor

Douglas MacIntire, B.A.

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Students planning to major in physics are advised to elect both 115a and b and a course in mathematics in the freshman year.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may not apply that credit toward the degree if they complete PHY 115a and b for credit.

### 110a Principles of Physics: Seven Ideas That Shook the Universe

Description, origins, meanings, and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity, quantum theory and the end of causality, conservation principles and symmetries. The course is designed for non-science majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 1–2 p.m.

### 115a General Physics

The concepts and relations describing motion of objects and mechanical waves. Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor.

4 credits

*Malgorzata Zielinska-Pfabé, Nalini Easwar*

M W F 10:40–11:50 a.m.; lab M T W or

Th 1–4 p.m.

**115b** A continuation of 115a. Heat, electrical circuits, electromagnetism, and optics. Prerequisite: 115a.

4 credits

*Malgorzata Zielinska-Pfabé, Melvin Steinberg*

M W F 10:40–11:50 a.m.; lab M W or

Th 1–4 p.m.

### 126b Musical Sound

The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for non-science majors with an interest in music. Lecture/demonstration; one laboratory experiment every other week.

4 credits

*Elizabeth Ivey*

M W F 1–2 p.m.

### 200a Mathematical Methods of Physical Sciences and Engineering (E)

Applications of analytical and numerical methods of mathematics to classical and quantum mechanics, fluid dynamics, statics, statistical mechanics, heat transfer, field theory, wave motion, electrical system analysis. Prerequisites: MTH 121 and 122.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 8–9:10 a.m.

**214b Electricity and Magnetism**

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and b or the equivalent.

4 credits

*Melvin Steinberg*

M W F 2:10–3 p.m.; lab Th 9:30 a.m.–noon

**220b Classical Mechanics**

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and b.

4 credits

*Elizabeth Ivey*

M W F 9:20–10:30 a.m.

**222a Relativity and Quantum Physics**

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115a and b.

4 credits

*Melvin Steinberg*

Lec. M W F 10:40–11:50 a.m.; lab M

1–4 p.m.

**224a Electronics**

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115a and b.

4 credits

*Bruce Hawkins*

M W 1–4 p.m.

**226b Musical Sound**

For physics majors. This is 126a with the addition of a special project. Lecture/demonstration; one laboratory experiment every other week.

4 credits

*Elizabeth Ivey*

M W F 1–2 p.m.

**[236b Light]**

Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisite: 115a and b. Offered in alternate years. To be offered in 1988–89.

4 credits

**301a, 301b Special Studies**

By permission of the department, for students who have had at least four semester courses in intermediate physics

1 to 4 credits

**311a, 311b The Teaching of Physics**

A one- or two-semester course for prospective physics teachers, emphasizing research literature on misconceptions and non-formal instruction. Prerequisite: 115a and b, or science teaching experience.

4 credits

*Members of the Department*

**[322b Advanced Modern Physics]**

Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; solid state physics. Prerequisites: 214b, 222a, and MTH 202a or b. Offered in alternate years. To be offered in 1988–89.

4 credits

**[334b Electrodynamics]**

The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisites: 214b, 220a, and MTH 202a or b. Offered in alternate years. To be offered in 1988–89.

4 credits

**340a Introduction to Quantum Mechanics**

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220a, 222a, or permission of the instructor.

Offered in alternate years.

4 credits

*Bruce Hawkins*

T Th 9:30–10:50 a.m.

**348b Thermal Physics**

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 220a, 222a, and MTH 202a or b or PHY 200a. Offered in alternate years.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 1–2 p.m.

**350a Advanced Physics Laboratory**

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear, and microwave radiometry physics. Research facilities are supported on different campuses and a student selects an approved number of experiments. Prerequisites: 214b, 220a, and 222a.

1 to 4 credits

*Members of the Departments*

Th 1–4:50 p.m.

**350b A repetition of 350a**

1 to 4 credits

*Members of the Departments*

Th 1–4:50 p.m.

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**The Major**

**Advisers:** Bruce Hawkins, Elizabeth Ivey, Malgorzata Zielinska-Pfabé, Melvin Steinberg.

**Adviser for Study Abroad:** Bruce Hawkins.

**Adviser for Secondary School Teaching:** Melvin Steinberg.

**Basis:** 115a and b.

**Requirements:** eight semester courses above the basis, including: 214b, 220b, 222a, and one of the following: MTH 201a or b, 202a or b, or 222a or PHY 200a. Two of the eight courses may be advanced closely related courses in other departments; at least two must be 300-level physics courses.

Students planning graduate study in physics are advised to include most of the following in their programs: [322b], [334b], 340a, 348b, 350a or b.

**Recommended courses:** CHM 102a and b; MTH 204a

Each student is expected to participate in a journal club during her senior year. Students are advised to acquire a facility in

computer programming and with machine-shop equipment. A non-credit shop course will be offered during the January interterm.

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**The Minor**

**Advisers:** Members of the Department.

The minor in mathematical physics is offered for those students interested in the mathematical foundations of physics. Requirements: a total of six courses as follows: PHY 115a and b; PHY 222a; two courses from among 200a, MTH 201, MTH 202, MTH 204, MTH 205, MTH 222, MTH 324; and either PHY 214b and [PHY 334b], or PHY 220b and PHY 340a.

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**Honors**

**Director:** Bruce Hawkins.

**Basis:** same as that for the major.

**501 Thesis**  
8 credits

**502 Thesis**  
12 credits

**Requirements:** same as for the major, plus an honors project and thesis (501, 502) normally pursued throughout the senior year. An oral defense of the honors thesis.

## Interdepartmental Minor in Political Economy

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### Advisers

Philip Green, Professor of Government, *Director*  
 Richard Fantasia, Assistant Professor of Sociology & Anthropology  
 Cynthia Taft Morris, Professor of Economics  
 Andrew Zimbalist, Professor of Economics

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The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

### 1. Theory:

- ECO 225a Political Economic Analysis, *Randall Bartlett*
- ECO 256a Marxian Political Economy, *Stephen Cullenberg*
- GOV 261a Political Theory of the Nineteenth and Twentieth Centuries, *Philip Green*

### 2. History:

- [ECO 207b The Early Development of Capitalism in Europe]
- ECO 208b European Economic History, *Cynthia Taft Morris*
- [ECO 285b American Economic History: 1870–1980]

### 3. Contemporary Applications:

- SOC 212a Class and Society, *Richard Fantasia*
- ECO 201b Problems of the Modern Economy, *To be announced*
- ECO 209a Comparative Economic Systems, *Andrew Zimbalist*
- ECO 224a Environmental Economics, *Mark Aldrich*
- [ECO 309b Seminar in Comparative Economic Systems]
- [GOV 204a Urban Politics]
- GOV 333b Seminar: The Politics of Capitalism, *Philip Green*

4. Special Studies (PEC 401a,b) will also be proposed, to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.



## Departmental Major and Minor in Psychology

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### Professors

Robert Teghtsoonian, Ph.D., *Chair*  
 †J. Diedrick Snoek, Ph.D.  
 Frances Cooper Volkmann, Ph.D.  
 Peter Benedict Pufall, Ph.D.  
 Faye Crosby, Ph.D.  
 Donald Baldwin Reutener, Jr., Ph.D.  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 Peter A. de Villiers, Ph.D.

### Adjunct Professor

Joan E. Morgenthau, M.D.

### Associate Professors

Fletcher A. Blanchard, Ph.D.  
 Randy O. Frost, Ph.D.

### Adjunct Associate Professors

Barbara B. Reinhold, Ed.D.  
 Ronald J. Blank, M.D.

### Assistant Professors

Donna Kiyo Nagata, Ph.D.  
 \*\*Philip K. Peake, Ph.D.  
 Carolyn Palmer, Ph.D.  
 Anne E. Powell, Ph.D.  
 Mary Harrington, Ph.D.

### Visiting Lecturer

<sup>†</sup>Russell Weigel, Ph.D.

### Assistant in Statistics

Ann Pufall, B.A.

### Research Associates

Roberta Collard, Ph.D.  
 George M. Robinson, Ph.D.  
 Martha Teghtsoonian, Ph.D.  
 Steven Trierweiler, Ph.D.

Unless otherwise indicated, 101a or b is a prerequisite for every further course.

## Introductory Courses

### 101a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology.

Jill de Villiers, Director.

4 credits

#### *Members of the Department*

Lec. M W F 1–2 p.m.; Discussion sections (one per week): T 8–9:10 a.m.; T 9:30–10:50 a.m.; W 8–9:10 a.m.; W 9:20–10:30 a.m.; W 10:40–11:50 a.m.; Th 8–9:10 a.m.; Th 9:30–10:50 a.m.; F 8–9:10 a.m.; F 9:20–10:30 a.m.; F 10:40–11:50 a.m.

### 101b A repetition of 101a

Self-paced instruction. Independent study and a sequence of unit tests (both oral and written).

*Peter de Villiers, Beth Powell*

4 credits

#### *Members of the Department*

Section A: M W F 9:20–10:30 a.m.

Section B: M W F 10:40–11:50 a.m.

Section C: M W 1–2:50 p.m.

Section D: T Th 1–2:50 p.m.

### 102a Introduction to Experimental Psychology

Application of the experimental method to problems in psychology. Basic experiments

in human perception and learning; operant conditioning of nonhuman organisms.

Peter de Villiers, Director.

4 credits

*Members of the Department*

M W 1–3 p.m.; M W 7:30–9:30 p.m.; T Th

9:30–11:50 a.m.; T Th 1–2:50 p.m.

**102b** A repetition of 102a

Randy Frost, Director

4 credits

*Members of the Department*

M W 9:20–11:50 a.m.; M W 1–3 p.m.; T Th

9:30–11:50 a.m.; T Th 1–2:50 p.m.

**103a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems.

Enrollment limited to 40. Prerequisite: 101a or b or permission of the instructor.

4 credits

*Philip Peake*

M W F 9:20–10:30 a.m. One recommended lab chosen from W 10:40–11:50 a.m.; W 1–2

p.m.; Th 8–9:20 a.m.; Th 9:30–10:50 a.m.;

Th 11–11:50 a.m. Lab size limited to 8 students.

**103b** A repetition of 103a

4 credits

*Peter Pufall*

M W F 10:40–11:50 a.m.

Sections limited to 40 students.

One hour lab required chosen from

W 9:20–10:30 a.m.; W 10:40–11:50 a.m.;

W 1–2 p.m.; Th 8–9:20 a.m.; Th 9:30–10:50

a.m.; Th 11–11:50 a.m. Lab size limited

to eight students.

## A. General Courses

**PPY 209a Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**276b Psychology of Women**

Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men. Topics include sex role stereotypes and sex

role development, family and work, mental health and sexuality, and occupational status. Regrettably, most of the literature deals with white, middle class females.

4 credits

*Faye Crosby*

Lec. M W F 10:40–11:50 a.m.

**303a Advanced Research Design and Statistical Analysis**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Special emphasis placed on the research interest of the class members. Prerequisites: 103a or b or SSC 190a or b, and 102a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

Lec. T Th 11–11:50 a.m.; lab T 1–2:50 p.m.

**320a Seminar in Environmental Psychology**

Perception and knowledge of the physical environment, and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools, and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred.

4 credits

*Robert Teghtsoonian*

T 3–4:50 p.m.

**376b Seminar: Topics in the Psychology of Women**

Each year a current topic will be featured. Topics include women and their multiple roles; women and discrimination; victims and system changes; men, women, and power; women and divorce. Prerequisite: 276.

4 credits

*Faye Crosby*

M 7:30–9:30 p.m.

## B. Psychological Processes

### 210a Motivation and Emotion

A brief survey of the major theoretical viewpoints and empirical work related to the causes of behavior. Special emphasis given to social psychological analysis of motivation and emotion. Special topics include anger, the achievement motive, the justice motive, and nonverbal communication of emotion. Enrollment limited to 16.

4 credits

*Faye Crosby*

M W F 9:20–10:30 a.m.

### 216b Perception

Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Robert Teghtsoonian*

Lec. and lab M W 2:10–4 p.m.

### 218b Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision making. Experiments conducted in several of these areas. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Jill de Villiers*

T Th 9:20–10:50 a.m.; additional lab hours to be arranged

### [PPY 221b Language]

See Interdepartmental and Extradepartmental Course Offerings.

### 224b Learning and Behavior Change: Methods, Theory, and Practice

A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While

the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and directed practicum projects. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter de Villiers*

T Th 9:30–10:50 a.m.

### 314a Seminar in Foundations of Behavior

Topic for 1987–88: Language Acquisition and Language Disorders in Children. Consideration of the nature of language acquisition in mentally retarded, autistic, dysphasic, deaf, and blind children in the light of what is known about the patterns and determinants of normal language acquisition. In each case alternative language training programs for the disordered child will be evaluated. Prerequisite: PHI 236, or PPY 221, or PSY 233.

4 credits

*Peter de Villiers, Jill de Villiers*

Th 1–2:50 p.m.

## C. Physiological Psychology

### 211a Physiological Psychology I

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, feeding, aggression, learning, memory, language, and mental/emotional disorders. Prerequisite: 101a or b, or an introductory BIO course.

4 credits

*Beth Powell*

Lec. M W F 9:20–10:30 a.m.

### 212b Developmental Psychobiology

A study of physiological and behavioral changes that accompany development. Embryonic development of the nervous system, specificity and plasticity in the formation of neural connections, genetic and

environmental determinants of the growth and development of the brain, and changes of brain seen with aging. Prerequisites:

211a, an introductory BIO course, or permission of the instructor.

4 credits

*Mary Harrington*

Lec. M W F 9:20–10:30 a.m.

### 311a Physiological Psychology II

An introduction to research techniques in physiological psychology. Topics to be covered include: the anatomical organization of the mammalian brain, basic and advanced histological techniques, neuro-

physiological techniques and hormonal effects on behavior. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16

4 credits

*Mary Harrington*

Lec. T 11–11:50 a.m.; lab Th 1–4 p.m.

### 316b Seminar in Biopsychology

Advanced study of selected brain-behavior relations. Topic for 1987–88: Psychopharmacology. Prerequisite: 211a, 212b, or permission of the instructor.

4 credits

*Beth Powell*

To be arranged

## D. Developmental Psychology

Director of the Child Study Committee:

Peter Pufall.

### 233a Child Development

A review of theory and research of the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. One observational hour per week in the Campus School, to be arranged.

4 credits

*Carolyn Palmer*

T Th 8–9:20 a.m.

### 235b Experimental Study of the Behavior of Children

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, spatial perception and representation, sex differences, and sex roles. Prerequisites: 102a or b and 233a, or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter Pufall*

Lec. and lab T Th 9:30–10:50 a.m.

Th 11–11:50 a.m.

### EDC 238b Educational Psychology

#### 241b Psychology of Adolescence

Exploring adolescents' developing identity and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and social changes of this phase

4 credits

*Carolyn Palmer*

Lec. M W F 1–2 p.m.

### 243a Adult Development

The study of lives from a life-cycle perspective, with special emphasis on the adult lives of women as compared to men. Topics include psychological theories of life-cycle, longitudinal and psycho-biographical approaches, career development, friendship and love relationships, pregnancy and parenthood, retirement and old age

4 credits

*Barbara Rembold*

T Th 1–2:50 p.m.

### 333b Seminar in Child Development

An examination of infant development. Topics include cognitive, perceptual, and social-affective development. Prerequisite:

233a or permission of the instructor

4 credits

*Carolyn Palmer*

T 9:30–11:50 a.m.



**[340b Seminar in Gender and the Life Course (E)]**

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity, and intimacy and sexuality? Prerequisite: 233a or b or 241b or 243a. To be offered in 1988–89. 4 credits

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**E. Clinical Psychology****252a Abnormal Psychology**

A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

4 credits

*Randy Frost*

Lec. M W F 10:40–11:50 a.m.

**253b Child Clinical Psychology**

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties.

Prerequisite: 252.

4 credits

*Donna Nagata*

T Th 9:30–10:50 a.m.

**254a Clinical Psychology**

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, assessment and treatment of psychopathology, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252.

4 credits

*Donna Nagata*

T Th 9:30–10:50 a.m.

**258b Experimental Investigation in Clinical Psychology**

An examination of research in health psychology and behavioral medicine. Focus on behavioral and personality factors in the development of illness, and psychological treatments for physical disorders. Prerequisite: 102a or b and 252a.

4 credits

*Randy Frost*

Lec. and lab M W F 9:20–10:30 a.m.

**352b Seminar in Advanced Abnormal Psychology**

Examination of community mental health and community psychology approaches to conceptualizing and treating mental health problems. Prerequisite: 252.

4 credits

*Donna Nagata*

Th 1–2:50 p.m.

**354a Seminar in Clinical Psychology**

Topic for 1987–88: Obsessive Compulsive Disorders. An examination of obsessive-compulsive phenomena. Focus on both theory and research on the psychopathology as well as nonpathological obsessive-compulsive experiences. Prerequisite: 252 or 254.

4 credits

*Randy Frost*

T 1–2:50 p.m.

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**F. Social and Personality Psychology****250a Psychology of Personality**

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives.

4 credits

*Russell Weigel*

Lec. T Th 1–2:50 p.m.

**[255b Personality Assessment and Research]**

An introduction to techniques in personality measurement and experimentation. The

use of personality scales, behavioral observation, and interviews in the design of personality research. Prerequisites: 102a or b and either 250a or 270b or permission of the instructor. To be offered in 1988–89.  
4 credits

### **270b Social Psychology**

The study of social behavior considered from a psychological point of view. Topics include: small group behavior, interpersonal attraction, prosocial behavior, person perception, attitude acquisition and change, leadership, conformity, aggression, and prejudice.  
4 credits

*Fletcher Blanchard*

Lec. M W F 10:40–11:50 a.m.

### **272a Experimental Study of Social Behavior**

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 102a or b and either 250a or 270b or permission of the instructor. Enrollment limited to 16.  
4 credits

*Fletcher Blanchard*

Lec. and lab T Th 1–2:50 p.m.

### **[278b Behavior in Organizations]**

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 250a, 270b, or permission of the instructor. To be offered in 1988–89.  
4 credits

### **[350b Seminar in Personality]**

Topic: The Perception of Personality. A consideration of the processes that underlie the perception of personality in individuals. Specific attention will be devoted to an analysis of self-perception and the impact of self upon behavior. Relevant research from cognitive, social, personality, and clinical psychology will be discussed. Admis-

sion by approval of the instructor. Prerequisite: 250a or 270b. To be offered in 1988–89.  
4 credits

### **370b Seminar in Social Psychology**

Topic: Social Psychology of the Judicial Process. Consideration of the behavior of attorneys, judges, defendants, and jurors from a social psychological perspective. Prerequisite: 250a or 270b or permission of the instructor.  
4 credits

*Fletcher Blanchard*

T 1–2:50 p.m.

## **Special Studies**

### **301a, 301b Special Studies**

By permission of the department, for qualified junior and senior majors. A scholarly project conducted under the supervision of any member of the department.  
4 credits

## **The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Fletcher Blanchard.

Basis: 101a or b, 102a or b, and 103a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. In constructing a major program, adequate depth is considered to be achieved by selecting three courses in one of the five areas B–F, and sufficient breadth by selecting at least one course from each of three of the six additional areas A–F. Special Studies 301 may be counted toward the depth requirement, but not for the breadth requirement.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

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## The Minor

**Advisers:** Members of the Department.

**Requirements:** 6 semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A-F. In addition, one of these four courses must either be a laboratory course or a seminar.

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## Honors

**Director:** Peter Pufall.

**Basis:** 101a or b, 102a or b, 103a or b, and one other semester course.

### 501a Thesis

8 credits

### 502 Thesis

12 credits

**Requirements:** 10 semester courses including the basis. Normally an honors student will undertake a year-long thesis (502) for 12 credits. Under the condition of accelerated graduation, a student may elect 501a for eight credits. Further requirements include special honors examinations. It is recommended that students elect a laboratory or seminar in the area of the thesis topic prior to the senior year.

## Interdepartmental Minor in Public Policy

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### Director

Donald Baumer, Associate Professor of Government

### Visiting Lecturer

Erika Kates, Ph.D.

### Advisers

Randall Bartlett, Professor of Economics

\*John Burk, Professor of Biological Sciences

\*Allen Curran, Professor of Geology

†Deborah Haas-Wilson, Assistant Professor of Economics

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Andrew Zimbalist, Professor of Economics  
The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and natural sciences.

### GOV 207a Politics of Public Policy

For 1987–88 this course will replace PPL 220a. Students interested in completing the minor should enroll in GOV 207a.

4 credits

*Donald Baumer (Government)*

M W F 9:20–10:30 a.m.

### [220a Public Policy Analysis]

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. Prerequisites: ECO 150a or b. Recommended: one

course in American government. To be offered in 1988–89.  
4 credits

### 250b Race and Public Policy in the United States (E)

An exploration of current policy issues regarding race. Topics include employment policies such as affirmative action and minority set asides, antidiscrimination policies in housing, race and education, political participation, and bilingual education. Recommended background: PPL 220a, a course in American government, or economics 150a or b.

4 credits

*Randall Bartlett (Economics)*

M W F 9:20–10:30 a.m.

### [252a Colloquium: Science, Technology, and Public Policy]

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Enrollment limited to 25. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the



instructors. Alternates with GOV 305a. To be offered in 1988–89.  
4 credits

**[253b U.S. Immigration and Refugee Policy]**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, Americanization programs, mutual assistance, and legal aid. To be offered in 1988–89.  
4 credits

**254b Agriculture and Public Policy in the United States (E)**

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers, and policies of the Reagan administration. Lectures and discussions will be augmented with films and field trips.  
4 credits

*Donald Baumer (Government) and Philip Reid (Biology)*  
M W F 10:40–11:50 a.m.

**[257a Women and Public Policy (E)]**

Drawing upon the literature of public policy, social welfare, law, and sociology, this course will study and assess the impact of selected social policies on women—especially poor and minority women. Policy areas will include income maintenance, pregnancy, housing, and criminal justice. Lectures will be augmented with guest speakers and films. To be offered in 1988–89.  
4 credits

**259a Technology, Gender, and Public Policy in Cross-cultural Perspective (E)**

An examination of current debates surrounding technology transfer, with emphasis on the policy choices posed at various levels of the political system. The impact

of technology on gender relations will be examined in a variety of societies, emphasizing policy issues in population, agriculture, industrial development and employment, urbanization and migration. Offered in alternate years.  
4 credits

*Susan Bourque (Government)*

T Th 9:30–10:50 a.m.

**[265a Water and Policy: Sources, Uses, and Social Control (E)]**

Examination of issues surrounding the availability and use of water resources: the hydrologic cycle, economic uses of water, methods of allocating water to different uses, problems of pollution, assurance of adequate supplies and quality. Case studies of selected water systems and policy problems. Prerequisite: PPL 220 or permission of the instructors. Offered in alternate years. To be offered in 1988–89.  
4 credits

**301a, 301b Special Studies**

By permission of the director.  
4 credits

**[303b Public Policy for Marine and Coastal Resources]**

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220a or permission of the instructors. To be offered in 1988–89.  
4 credits

**390b Senior Public Policy Workshop**

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public

policy, or other seniors with permission of the instructor.

4 credits

*Erika Kates*

Th 3–4:50 p.m.

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## The Minor

**Director:** Donald Baumer.

**Advisers:** Randall Bartlett, economics; John Burk, biological sciences; Allen Curran, geology; Deborah Haas-Wilson, economics; Andrew Zimbalist, economics.

The minor in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. It is designed to be a valuable complement to majors in both the social and natural sciences. The minor consists of six courses:

[PPL 220a Public Policy Analysis] or GOV 207a

Any two public policy electives

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser)

PPL 390b Senior Public Policy Workshop

## Departmental Major and Minor in Religion & Biblical Literature

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### Professors

Bruce Theodore Dahlberg, M.Div., Ph.D.

Jochanan H.A. Wijnhoven, Ph.D.

†Taitetsu Unno, Ph.D.

Robert M. Haddad, Ph.D. (Religion & Biblical Literature and History)

Thomas Sieger Derr, Jr., M.Div., Ph.D.

D. Dennis Hudson, Ph.D., *Chair, first semester*

Karl Paul Donfried, Dr.Theol.

Quentin Quesnell, S.S.D.

Jean Higgins, Ph.D. *Chair, second semester*

### Associate Professor

\*\*John W. Betlyon, Ph.D.

### Visiting Assistant Professor

James B. Hubbard, M.A., Ph.D.

### Visiting Lecturers

<sup>1</sup>John Turner Grayson, Ph.D.

<sup>2</sup>Gareth Matthews, Ph.D.

Colloquia are primarily reading and discussion courses limited to 20 students.

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Taoist traditions. Some attention given to beliefs and rituals as expressed in art and architecture. Occasional films. James Hubbard, Director.

4 credits

*Members of the Department*

T Th 11–11:50 a.m., T 1–2:50 p.m. or

Th 1–2:50 p.m.

## 100-Level Courses

### 101a Religion as a Human Experience

Interpretations of religion by its exponents and critics in theology, philosophy, literature, and the social sciences. Readings from Graham Greene, C.G. Jung, C.S. Lewis, Paul Tillich, Elie Wiesel, and others. Bruce Dahlberg, Director.

4 credits

*Members of the Department*

Lec. and dis. T Th 9:30–10:50 a.m.

### 103b Judaism, Christianity, and Islam

An introduction to the monotheistic traditions of Middle Eastern origin: their faith, practice, and interaction. Occasional films. Thomas Derr, Director.

4 credits

*Members of the Department*

Lec. T Th 9:30–10:50 a.m.

### 104a Eastern Religious Traditions

Great religious leaders and texts of the non-Western world in their cultural contexts. e.g., Hindu, Buddhist, Confucian, and

### 110b Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion.

4 credits

#### [A. Religion as Folklore, Ancient and Modern]

Introduction to the mechanics of oral literature in both ancient and modern settings. Readings include a Canaanite cosmogony, Babylonian creation epics, Hesiod's *Theogony*, *The Nibelungenlied*, *Arthurian Romances*, and examples of Westerns and science fiction. To be offered in 1989–90.

#### B. Jewish-Christian Relations

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including

conversion, disputation, persecution, assimilation, encounter.

*Jochanan Wijnhoven, Howard Adelman*  
(*Jewish Studies*)

W 7:30–9:30 p.m.

### [C. Poetry as Contemplation]

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation. To be offered in 1988–89.

### D. Jesus, Politics, and Society

A study in the message and purpose of Luke–Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period.

*Karl Donfried*

W 7–9:30 p.m.

### E. Religion and the Imagination: Spirituality and the Imagination

This course explores fictional representations of the search for alternatives to purely secular individualism and traditional religious structures. Contemporary Western and Japanese novels reflecting this search will be paired, compared, and contrasted. They will also be set in relation to primary texts in Buddhism, Christianity, existentialism, and feminism. The formal qualities of the selected novels will be analyzed in relation to the issues they consider. Readings in Abe, Camus, T.S. Eliot, Endo, Enshi, Greene, Kafka, Kawabata, Doris Lessing, Niwa.

*Jean Higgins*

T Th 11–11:50 a.m.

### HWI 150a A History of Western Ideas (E)

(See Interdepartmental and Extradepartmental Course Offerings.)

### [185 Biblical Hebrew]

Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Alternates with 285a and b. To be offered in 1988–89.

8 credits

## 200-Level Courses

No prerequisites unless specified.

### 210a Introduction to the Bible I

The Hebrew Scriptures (Old Testament). The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

4 credits

*Bruce Dahlberg*

M W 9:20–10:30 a.m.

### 220a Introduction to the Bible II

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community.

4 credits

*Karl Donfried*

Lec. T 1–2:50 p.m., Th 1–1:50 p.m.; Discussion and audio-visual presentations Th 2–2:50 p.m.

### [222c Excavation of Tel el-Hesi in Israel]

Basic training in archaeological field techniques, with particular attention to Palestine in the biblical period. Previous archaeological experience not expected; admission is by application to the instructors. Fee extra. Next offered, summer 1988 (tentative). For alternative fieldwork opportunities, consult members of the archaeology minor advisory committee.

4 credits

### JUD 224b Introduction to Rabbinic Texts

### 225a The Mediterranean World of the Early Christian Apostles

The integration of biblical and historical



studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. REL 220 is recommended.

4 credits

*Karl Donfried*

T 3–3:50 p.m., Th 3–4:50 p.m.

### 225c Early Christian and Related Archeological Sites: Study Tour (E)

A joint Smith/Mount Holyoke on-site humanities study tour at such ancient cities as Thessalonica, Philippi, Athens, Corinth, Rome, Ephesus and other cities of Western Asia Minor for the purpose of understanding the interactions of various Graeco-Roman religions with both Judaism and early Christianity. Prerequisite: 225a.

2 credits

*Karl Donfried, Robert Berkey (Mount Holyoke)*

Tentatively scheduled for May 9–June 6, 1990

### AAS 229b African Religion and Art: The Yoruba of Southwestern Nigeria (E)

#### [230a Western Christian Thought and Worship (30–1100)]

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of Medieval Christianity. Occasional films. To be offered in 1988–89.

4 credits

### 231a Eastern Christian Thought and Worship

A survey of the theology and history of the Orthodox, Monophysite, and Nestorian

churches of the East from their origins to the modern era, with special emphasis on their interaction with one another, with Islam, and with the churches and secular ideologies of the West.

4 credits

*Robert Haddad*

M W F 10:40–11:50 a.m.

### 232b Western Christian Thought and Worship (1100–1800)

A historical survey of religious life and thought from Anselm to Kierkegaard. Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment. Theological, philosophical, mystical, and literary readings supplemented by art and music.

4 credits

*Jean Higgins*

M W F 1–2 p.m.

### [235a Jewish Philosophers and Mystics in the Middle Ages]

An introduction to a variety of philosophical approaches to Jewish life in the Middle Ages and to mystical practices and doctrine. Selected source readings in English. To be offered in 1988–89.

4 credits

### 236a Jewish Thought in the Twentieth Century

Religious and secular approaches to Jewish life in modern times. Revival of Jewish practices and search for Jewish meaning. Israel and the Holocaust in modern Jewish thought.

4 credits

*Jochanan Wijnhoven*

T Th 8–9:20 a.m.

### 237b Religion in America

Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the

seventeenth century to the present.

4 credits

*Thomas Derr*

M W F 9:20–10:30 a.m.

#### **240a Introduction to Theology and Contemporary Christian Thought**

Old questions and some new answers about God and Christ, sin and salvation, mysteries and sacraments, time and eternity. New questions from liberation theology, feminist theology, evangelical theology, and others. Leading men and women theologians on the contemporary scene. Prerequisite: at least one course in religion or philosophy.

4 credits

*Quentin Quesnell*

M W F 1–2 p.m.

#### **[245a Theological Themes in Fiction and Fantasy]**

An introduction to theological themes through the medium of imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in film and in readings from storytelling theologians and theologically illuminating storytellers such as Kafka, LeGuin, Lessing, Mishima, and Flannery O'Connor. To be offered in 1988–89.

4 credits

#### **250a Social Ethics I**

Religion as a basis for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations.

4 credits

*Thomas Derr*

M W F 9:20–10:30 a.m.

#### **[250b Social Ethics II]**

The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property

and poverty; business ethics; religious liberty. To be offered in 1988–89.

4 credits

#### **[260b Psychology of Religion]**

The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Erikson, N. O. Brown, Becker, and others. To be offered in 1988–89.

4 credits

#### **263a Philosophy of Religion**

A survey of some solutions to persistent religious problems such as the nature of religion, the existence of God, religious knowledge and language, the problem of evil, the meaning of miracles, and the meaning of human freedom. This course seeks to involve the student in these classical debates in order to raise to the level of consciousness her deepest philosophical and religious convictions.

4 credits

*John Grayson*

M W F 9:20–10:30 a.m.

#### **269b Phenomenology and Existentialism**

A historical introduction to phenomenology and existentialism and to certain topics regarding consciousness, intentionality, transcendence, and other existential categories. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and others.

4 credits

*Gareth Matthews*

W 2:10–4 p.m.

#### **270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500**

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others.

4 credits

*Dennis Hudson*

M W F 10:40–11:50 a.m.

**270b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present**

An introduction to the religious thought of Sankara, Ramanuja, and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others.

4 credits

*Dennis Hudson*

M W F 10:40–11:50 a.m.

**271a Buddhist Thought**

A historical introduction to the thought and culture of Buddhism in India, Tibet, China, Japan, and the West. Particular attention will be given to understanding the relationship between doctrine and institution, the Buddha's enlightenment and its expression in the world.

4 credits

*James Hubbard*

M 3:10–4 p.m., W 2:10–4 p.m.

**[274b Japanese Buddhism and Buddhist Art (E)]**

Major historical developments in Japanese Buddhism, beginning in the sixth century, and its expressions in architecture, sculpture, and painting. Readings of Buddhist texts in translation and study of the principal ideas of Sanron, Hosso, Kegon, Shingon, Tendai, Pure Land, and Zen schools as they relate to diverse artistic achievements. To be offered in 1988–89.

4 credits

**275b Islam**

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

4 credits

*Robert Haddad*

M W F 10:40–11:50 a.m.

**[277b Native American Religion in the Desert Southwest: An Archaeological Study in Sacred Space (E)]**

A study of the indigenous peoples of the American Southwest in the prehistoric and historic periods. Using the techniques of archaeology and ethnoarchaeology, cultures of Arizona, New Mexico, southern Utah, southwestern Colorado, and western Texas will be examined from the beginnings through the period of contact with Spanish Europeans and eventual inclusion within the United States. Special attention will be given to major sites such as Mesa Verde, Chaco Canyon, and Montezuma's Castle, and to the religious systems of the Native American peoples. Prerequisite: ARC 201a or permission of the instructor. Offered in alternate years. To be offered in 1988–89.

4 credits

**285a Hebrew Religious Texts**

Readings with introduction and discussion of Hebrew texts from the Dead Sea Scrolls and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185.

4 credits

*Jochanan Wijnhoven*

M W F 8–9:10 a.m.

**285b Hebrew Religious Texts**

Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185.

4 credits

*Jochanan Wijnhoven*

M W F 8–9:20 a.m.

**287a Greek Religious Texts**

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 111 or the equivalent.

4 credits

*Karl Donfried*

W 7–9:30 p.m. and one hour to be arranged



### 300-Level Courses

No prerequisites unless specified.

#### 310b Seminar: The Apocrypha and Related Texts

Reading and critical discussion of deuterocanonical and non-canonical Jewish and Christian writings of the biblical period, in translation. Selections from the Old and New Testament Apocrypha, the Dead Sea Scrolls, and other pseudepigraphic works. Prerequisite: either JUD 187a, REL 210a, 220b, or permission of the instructor.

4 credits

*Bruce Dabberg*

Th 1–2:50 p.m.

#### [311b Seminar: Issues in Biblical Interpretation]

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in Black Liberation, feminism, Marxism, and other movements. Admission by permission of the instructor. To be offered in 1988–89.

4 credits

#### 312b Archaeology in Biblical Studies

Archaeology as a research tool of the historian and biblical scholar. Methods of excavation; evaluation and dating of artifacts. Illustrated lectures: discussion of selected field reports and related literature from major excavation sites. Implications for understanding biblical history and religion. Prerequisite: either ARC 201, REL 210, 220, or permission of the instructor.

4 credits

*Bruce Dabberg*

T 3–4:50 p.m.

#### 320b Colloquium: New Testament

Topic for 1987–88: The Teaching of Jesus According to the Gospel of Matthew. Prerequisite: REL 220 or permission of the instructor.

4 credits

*Karl Donfried*

T 1–2 p.m.

#### [330b Seminar: Historical Theology]

Topic for 1988–89: Feminine Myths, Images, and Symbols. An investigation of theological, literary and artistic images of life and death in mythological and historical feminine figures in the religious tradition of the West. The myths and rituals that create and sustain these images. Their impact on the symbolic reality of woman in religious and secular culture. Readings in Hildegard of Bingen, Hadewijch, Gertrude of Helfta, Catherine of Siena, Juliana of Norwich, Teresa of Avila, Jane Lead, Mother Ann Lee, Mary Baker Eddy, Simone Weil. Prerequisite: REL 232b or permission of the instructor.

4 credits

#### [333a Colloquium: Theological Tendencies in Early Christianity]

Interpretation of Jesus and the origin of Christianity according to gnostic gospels and other secret and non-canonical texts recently discovered near Nag Hammadi in Upper Egypt. Prerequisite: REL 220, 230b, or permission of the instructor. To be offered in 1988–89.

4 credits

#### 353a Seminar: Medical Ethics

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues.

4 credits

*Thomas Derr*

M 7:30–9:30 p.m.

#### [360a Seminar: Phenomenology of Religion]

Varieties of religious experiencing. The essence and manifestation of the sacred. A cross-cultural and phenomenological study of religious consciousness. To be offered in 1988–89.

4 credits



**370b Seminar: Religious Literature of South Asia (E)**

The values, world views, and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries, and legal and ethical codes. Prerequisite: 104a or 270a or 270b or 271a or the equivalent.

4 credits

*Dennis Hudson*

M 7:30–9:30 p.m.

**371b Seminar: Problems in Buddhist Philosophy**

Topic for 1987–88: Language, Absolutism, and Relativism in Buddhist philosophy. Prerequisite: 270a or 271a or the equivalent, or permission of the instructor.

4 credits

*James Hubbard*

Th 7:30–9:30 p.m.

**382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin**

Prerequisite: one of the following (or the equivalent): GRK 111; LAT 111; or REL 185. Admission by permission of the instructor.

4 credits

*Karl Donfried*

To be arranged

**Special Studies****301, 301a, 301b Special Studies**

By permission of the department, for senior majors who have had four semester courses above the introductory level.

4 credits

**Graduate**

Adviser: Bruce Dahlberg.

**480a, 480b Advanced Studies**

4 credits

**485 Research and Thesis**

8 credits

**485a, 485b Research and Thesis**

4 or 8 credits

Because the department's course offerings for graduate study are limited, admission to graduate study in religion will normally be restricted to qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the complete thesis is expected.

**The Major**

Advisers: Members of the Department.

**Adviser for Study Abroad:** Thomas Derr.

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 104a Eastern Religious Traditions and 103b Judaism, Christianity, and Islam, preferably in the freshman or sophomore year.
2. At least one semester course from each of the following four groups:
  - (a) textual interpretation: 210; 220
  - (b) critical and systematic reflection: 240; [250]; [260]; 263
  - (c) non-monotheistic traditions: 270; 271
  - (d) monotheistic traditions: [230]; 231; 232; [235]; 236; 275
3. Every major must take at least one seminar in the department.

## The Minor

**Advisers:** Members of the Department.

Requirements: five semester courses, among which three of the following groups must be represented:

- (a) textual interpretation: 210; 220
- (b) critical and systematic reflection: 101; 240; 250; [260]; 263
- (c) non-monotheistic traditions: 104; 270; 271
- (d) monotheistic traditions: 103; [230]; 231; 232; [235]; 236; 275

Not more than two 100-level courses may be counted toward the minor.

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## Honors

**Director:** Bruce Dahlberg.

### 501 Thesis

8 credits

Requirements: same as for the major and a thesis (501) normally written in both semesters of the senior year, with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year.

## Departmental Majors in Russian Language & Literature

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### Professor

Maria Němcová Banerjee, Ph.D.

### Lecturer

Catherine Woronzoff-Dashkoff, A.B.

### Associate Professors

\*Igor Zelljadt, M.A.

Alexander Woronzoff-Dashkoff, Ph.D., *Chair*

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### A. Language

Credit is not granted for the first semester only of an introductory language course.

#### 101 Elementary Russian

Four class hours and laboratory.

8 credits

*Catherine Woronzoff-Dashkoff*

M W F 1–2 p.m., T 1:10–2:50 p.m.

#### 102 Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent.

8 credits

*Alexander Woronzoff-Dashkoff*

M W F 9:20–10:30 a.m.

#### 111D Intensive Russian

Seven class hours and laboratory.

12 credits

*Alexander Woronzoff-Dashkoff,*

*Igor Zelljadt*

M W F 10:40–11:50 a.m., T Th 9:30–10:50

a.m.

#### 231a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 102 or permission of the instructor.

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:10–4 p.m.

#### 231b Advanced Russian

A continuation of 231a, including extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 231a.

4 credits

*Catherine Woronzoff-Dashkoff*

M W Th F 2:10–4 p.m.

#### 338a Studies in Language and Literature

Advanced study of literary and nonliterary texts, with emphasis on spoken Russian.

Prerequisite: 231b or permission of the instructor.

4 credits

*Catherine Woronzoff-Dashkoff*

Th 7:30–9:30 p.m.

#### 338b Studies in Language and Literature

Advanced study of selected literary and nonliterary texts, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor.

4 credits

*Igor Zelljadt*

Th 7:30–9:30 p.m.

**[343b Seminar in the History of the Russian Language]**

A survey of the origin and development of the Russian language, its sounds, vocabulary, and grammatical forms, from the beginning to the present. Lectures and analysis of selected illustrative texts. Prerequisite: 231a and b or the equivalent, or permission of the instructor. To be offered in 1988–89 (tentative).  
4 credits

**B. Literature****[226a Readings in Nineteenth-Century Russian Literature]**

To be offered in 1988–89 (tentative).  
4 credits

**226b Readings in Twentieth-Century Russian Literature**

Topic for 1987–88: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiakin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation.  
4 credits

*Alexander Woronzoff-Dashkoff*  
T Th 9:30–10:50 a.m.

**[235a Tolstoy]**

In translation. To be offered in 1988–89 (tentative).  
4 credits

**235b Dostoevsky**

In translation.  
4 credits

*Maria Banerjee*  
M W F 10:40–11:50 a.m.

**[236b Russian Drama]**

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works. In translation. To be offered in 1988–89.  
4 credits

**237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve***

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (eighteenth century), and the age of romantic realism. In translation.  
4 credits

*Maria Banerjee*  
M W F 10:40–11:50 a.m.

**301 Special Studies in Language or Literature**

By permission of the department, for majors who have had four semester courses above the introductory level.  
8 credits

**301a, 301b Special Studies in Language or Literature**

By permission of the department, for majors who have had four semester courses above the introductory level.  
4 credits

**[333a Literature of the Twentieth Century]**

Twentieth-Century Russian Lyric Poetry. Study of works by Marina Tsvetaeva, Boris Pasternak, Yanna Moric, and others. In Russian. Prerequisites: 231a and b or the equivalent or permission of the instructor. To be offered in 1988–89.  
4 credits

**[333b A continuation of 333a]**  
4 credits

**340a Seminar: Russian Thought**

Topic for 1987–88: Revolutions in Russia. Myth and Reality, 1881–1917. In translation. Prerequisites: HST 239b and 240b and one intermediate semester course in Russian literature or permission of the instructor. See also HST 339a.  
4 credits

*Maria Banerjee, Joan Afferica (History)*  
W 7:30–9:30 p.m.



**[342b Seminar: Soviet Russian Literature]**

Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 226b or one intermediate semester course in Russian literature. To be offered in 1988–89.

4 credits

**[346a Seminar: Pushkin and His Age]**

Conducted in English with reading in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor. To be offered in 1988–89.

4 credits

## The Majors

**Adviser for Study Abroad:** Alexander Woronoff-Dashkoff.

### Russian Literature

**Advisers:** Members of the Department.

Basis: 102, [226a] or 237a, and 226b.

Six required courses: 231a and 231b; HST [239a] and HST 240a; two of the following: [235a], 235b, [236b].

Strongly recommended: [333a], [333b], 338a, 338b.

One required seminar: 340a or [342b] or [343b] or [346a].

### Russian Civilization

**Advisers:** Members of the Department, and Joan Afféica, history; Ann Phillips, government; Jean Pyle, economics.

Basis: 102, HST [239a] and HST 240a.

Five required courses: 231a and 231b; two of the following: [226a], 226b, [235a], 235b, [236b], 237a, one of the following: GOV 222a, ECO 209a.

Strongly recommended: [333a], [333b], 338a, 338b.

One required seminar: GOV 325a or [347b] or ECO 305b or HST 292a or RUS 340a or [342b] or [343b] or [346a].

## Honors

**Director:** Maria Banerjee.

### 501a Thesis

8 credits

### Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

### Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

# Departmental Major and Minor in Sociology (in the Department of Sociology and Anthropology)

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## Professors

\*Peter Isaac Rose, Ph.D.

\*\*Myron Peretz Glazer, Ph.D., *Acting Chair*,  
*first semester*

## Associate Professors

Joan Lennox, M.S.S.W., M.F.A.

\*Arthur Shattuck Parsons, M.C.P., Ph.D.,  
*Chair, second semester*

Patricia Y. Miller, Ph.D.

## Adjunct Associate Professor

Catherine K. Riessman, Ph.D.

## Assistant Professors

Richard Fantasia, Ph.D.

Patricia Ewick, Ph.D.

## Visiting Lecturer

Gail Hall, Ph.D.

## Hamburg Exchange Lecturer

Ludwig Huber, Dr. phil.

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor

### 101a, 101b Introduction to Sociology

Perspectives on society, culture, and social interaction. Topics include community, class, ethnicity, family, sex roles, and deviance. Colloquium format, meeting.

*Myron Glazer, Director, first semester*

*Richard Fantasia, Director, second semester*

4 credits

First semester:

M W 8-9:10 a.m.; M W 9:20-10:30 a.m.,

*Gail Hall;*

M W 10:40-11:50 a.m., *Richard Fantasia;*

T Th 9:30-10:50 a.m., *Patricia Ewick;*

W 7:30-9:30 p.m., *Richard Fantasia*

Second semester:

M W 9:20-10:30 a.m., *Gail Hall;*

M W 10:40-11:50 a.m., *Richard Fantasia;*

T 3-4:50 p.m., Th 11-11:50 a.m., *Patricia Ewick;*

T Th 9:30-10:50 a.m., *Patricia Ewick.*

### 201b Methods of Social Research

An introduction to the logic and methods of social research, designed to develop skill

in research design and techniques. SSC 190a or b recommended but not required. 4 credits

*Patricia Ewick*

T Th 1-2:50 p.m.

### 210a Deviant Behavior

An exploration of theories of deviance and social disorganization, research studies, and literature aimed at understanding madness, drug abuse, rape, white collar crime, governmental deviance, homosexuality, and rebellion. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research.

4 credits

*Patricia Ewick*

T Th 1-2:50 p.m.

### 211a Ethical Issues in Social Organizations

Theories of deviance applied to the study of unethical practices and abuses of power in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the police; the C.I.A.; the E.P.A.; and

the nuclear-power, automobile, and other industries.

4 credits

*Myron Glazer*

T Th 9:30–10:50 a.m.

### **212a Class and Society**

An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in systems of social stratification.

4 credits

*Richard Fantasia*

T Th 11–11:50, plus one hour discussion to be arranged

### **213b Ethnic Minorities in America**

Social organization of a multiracial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minority communities in different settings.

4 credits

*Peter Rose*

M W 9:20–10:30 a.m.

### **[215a Criminology]**

Analysis of theories and research on delinquency, crime, corrections, and criminal justice in American society, with particular emphasis on the relationship between social class and crime. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research. To be offered in 1988–89.

4 credits

### **216a Social Work and Public Policy**

An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Fieldwork in local agencies and institutions. Parallel readings. Limited to 20 juniors and seniors.

4 credits

*Joan Lemox*

W 7:30–9:30 p.m.

### **[218a Urban Sociology]**

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urbanization, the city as a locus of various social relationships, the contemporary urban crisis, and strategies for revitalization. Fieldwork is encouraged. To be offered in 1988–89.

4 credits

### **[219b Medical Sociology]**

An examination of health and illness, emphasizing socio-political context. The social causation of disease, medicalization of deviance, professional socialization, provider-consumer relationships, and the social organization of health care. Special emphasis on women's health. Readings include literary as well as theoretical sources. To be offered in 1988–89.

4 credits

### **[222b Biology, Sociology, and Ideology (E)]**

Investigation of the contemporary scientific controversy about the biological basis of social behavior from a sociology of science perspective. Examination of claims and counterclaims in the sociobiology debate in light of current scientific developments, as well as sociological, historical, and philosophical studies of the relationship between biology and ideology. The course is interdisciplinary and requires no special prior knowledge. Sociological and biological concepts will be explained in lectures and reading. To be offered in 1988–89.

4 credits

### **[224a Family and Society]**

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the roles of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family. To be offered in 1988–89.

4 credits

### **250b Theories of Society**

Critical analysis and application of theories of society focused chiefly on the works of

Marx, Weber, and Durkheim, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores; all sociology majors should take this course in the sophomore or junior year.

4 credits

*Arthur Parsons*

T Th 8–9:20 a.m.

**[PPL 253b U.S. Immigration and Refugee Policy]**

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, Americanization programs, mutual assistance, and legal aid.

4 credits

**303a Seminar: Knowledge and Society**

An investigation through readings and discussion of some of the main social determinants of theory-building as a human activity. To be offered only once.

4 credits

*Ludwig Huber (Hamburg Exchange Lecturer)*

W 7:30–9:30 p.m.

**305a Seminar: Qualitative Methods**

Individual field research projects. Collection and analysis of life-history, intensive-interview, and participant-observation material. Emphasis also on ethical, political, and personal challenges of research.

4 credits

*Myron Glazer*

T 3–4:50 p.m.

**[310b Seminar on Problems of Scope and Method]**

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous behavior. To be offered in 1988–89.

4 credits

**311b Contemporary Sociological Theory**  
Theories of contemporary society and social change with special consideration of the works of D. Riesman, P. Rieff, C. Lasch, D. Bell, R. Collins, and R. Sennett. Prerequisite: 250b. Admission by permission of the instructor.

4 credits

*Arthur Parsons*

T 3–4:50 p.m.

**313b Immigrants and Exiles**

Analysis of the history and demography of particular ethnic groups. The politics of immigration, generational changes. Inter-group relations.

4 credits

*Peter Rose*

T 3–4:50 p.m.

**316b Seminar: Protest, Rebellion, and Collective Action (E)**

Examination of historical and contemporary expressions of protest, rebellion, and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, strikes, student protests, and collective actions in the civil rights struggle. Prerequisites: 101 plus one of the following: 212, 213, 250, AAS 278, GOV 265.

4 credits

*Richard Fantasia*

Th 3–4:50 p.m.

**317a Aging and Death: A Culture and Personality Approach**

The process of aging and dying. Fieldwork component required.

4 credits

*Joan Lennox*

M W 10:40–11:50 a.m.

**[319a Seminar: Childhood Socialization (E)]**

An interdisciplinary study of how childhood is shaped by the social order. Critical analysis of theories of human development: behaviorism, cognitive development, psy-



choanalytic theory, and symbolic interaction. Systematic treatment of culture, subculture, and marginality. Issues of social class, child rearing practices, education, and gender-role stereotyping will be addressed. Open to juniors and seniors. Prerequisite: 101, permission of instructor required. To be offered in 1988-89. 4 credits

## General Courses

### SSC 190a, 190b Introduction to Statistics for Social Scientists

(See Interdepartmental and Extradepartmental Course Offerings.)

### 350, 350a, 350b Special Studies

By permission of the department, for junior and senior majors. 4 credits

## Graduate

### 450, 450a, 450b Research and Thesis

4 or 8 credits

### 451a, 451b Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

## The Major

**Advisers:** Patricia Ewick, Richard Fantasia, Myron Glazer, Arthur Parsons, Peter Rose.

**Adviser for Study Abroad:** Richard Fantasia.

**Requirements:** 10 semester courses above the basis:

101a or b (basis), 250b, [310b] or 311b, four intermediate courses in sociology, and two additional courses in anthropology or sociology; the remaining two courses may be in the department or other departments in consultation with the adviser. Majors are

strongly urged to take 250b in their sophomore or junior year; [310b] or 311b should be taken in the senior year. Requirement of research may be met by taking SOC 201b, 305a, supervised projects conducted in other courses offering research opportunities, or independent work supervised by a member of the department.

Students interested in the study of social problems and public policy should consult with the chair or with Patricia Miller.

## The Minor

**Advisers:** Patricia Ewick, Richard Fantasia, Myron Glazer, Arthur Parsons, Peter Rose.

**Basis:** 101a or b, plus 250b; and either 201b or 305a, plus three additional courses at the 200 or 300 level.

## Honors

**Directors:** Myron Glazer (first semester), Arthur Parsons (second semester).

**Basis:** 101a or b.

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

**502 Thesis**  
12 credits

**Requirements:**

1. a total of eight courses above the basis, including all the requirements for the major and 311b (for sociologists);
2. a thesis (501 or 501a) written during either the first semester or both semesters of the senior year; and
3. an oral examination on the thesis.

## Departmental Majors and Minors in Spanish & Portuguese

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### Professors

Erna Berndt Kelley, Ph.D., *Chair*

**\*\***Alice Rodrigues Clemente, Ph.D. (Spanish & Portuguese and Comparative Literature)

### Associate Professor

**\***Charles Mann Cutler, Jr., Ph.D. (Spanish & Portuguese and Afro-American Studies)

### Assistant Professors

Walter Glannon, Ph.D.

Nancy Saporta Sternbach, Ph.D.

Marina Kaplan, Ph.D. (Spanish & Portuguese and Latin American Studies)

### Lecturer

Stephanie Paladino, M.A.T.

### Assistants

Reyes Lázaro

Asunción Horno-Delgado, M.A.

## Portuguese

Credit is not granted for the first semester only of an introductory language course.

### 120 Elementary Portuguese

8 credits

*Alice Rodrigues Clemente, Charles Cutler*

M W F 10:40–11:50 a.m.

### 130b Intermediate Course in Portuguese

Intensive oral and written work using various kinds of texts (not exclusively literary), films, and music from Brazil, Portugal, and Portuguese-speaking Africa. Prerequisite:

120 or permission of the instructor.

4 credits

*Charles Cutler*

M W F 2:10–3 p.m.

### [210a Literature and Culture in the Portuguese-Speaking World]

Prerequisite: 120 or 130a or permission of the instructor. To be offered in 1988–89.

4 credits

### AAS 238b Afro-Brazilian Literature and Film

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class; and race and gender; and the politics of sensuality, food, dance, and music. Movements and individual figures include the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; Abdias do Nascimento and the Black Cultural Alliance; poets of the Quilombhoje Movement. Films include: *Black Orpheus*, *Barravento*, *Ganga Zumba*, *Antônio Das Mortes*, *Macunaima*, *The Amulet of Ogum*, and *Tent of Miracles*.

4 credits

*Charles Cutler*

M W F 9:20–10:30 a.m.

Viewing times: M 7–9 p.m., T 3–4:50 p.m.

**[AAS 239b The Afro-Luso-Brazilian Triangle]**

An interdisciplinary study in translation of literature and political culture in post-World War II Angola, Mozambique, Guinea-Bissau, and Cape Verde. The anti-colonial movement in Portuguese-speaking Africa, the liberation wars, the reafrikanization movement, Lusotropicalism, the African-Afro-Brazilian cultural space, and Luso-African culture in New England. Readings will include the poetry of Agostinho Neto, Noemia de Sousa; prose fiction of Luandino Vieira and Jorge Amado; cultural writings of Paulo Freire, Gilberto Freire, Amílcar Cabral, Eduardo Mondlane, and Abdias do Nascimento; also the African films of Rui Guerra and Glauber Rocha. To be offered in 1988-89.  
4 credits

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**Spanish**

Credit is not granted for the first semester only on an introductory language course.

**100D Intensive Spanish**

12 credits

*Erna Berndt Kelley, Walter Glannon*

Six class hours as follows:

M W F 9:20-10:30 a.m., T Th 9:30-10:50 a.m.

**101 Elementary Spanish**

8 credits

*Members of the Department*

M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.;

M W F 10:40-11:50 a.m.; M W F 2:10-3 p.m.

**102 Intermediate Spanish**

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101.

8 credits

*Members of the Department*

M W F 9:20-10:30 a.m.; M W F 10:40-11:50 a.m.; M W F 2:10-3 p.m.

**103a Grammar, Composition, and Reading**

Review of Spanish grammar with emphasis on specific problem areas in structure and syntax. Readings include Spanish and Latin American short stories and plays.

4 credits

*Erna Berndt Kelley*

M W F 10:40-11:50 a.m.

**200a Intermediate Conversation and Composition**

Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100D or 102 or 103a.

4 credits

*Reyes Lázaro*

M W F 2-3 p.m.

**200b A repetition of 200a**

4 credits

*Reyes Lázaro*

M W F 2-3 p.m.

**215a Literary Currents in Spain**

An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 100D, 102, or 103a.

4 credits

*Alice Rodríguez Clemente*

M W F 1-2 p.m.

**215b A continuation of 215a**

Prerequisite: four entrance units or 100D, 102, or 103a.

4 credits

*Walter Glannon*

M W F 1-2 p.m.

**216a Survey of Latin American Literature I**

A historical perspective of Latin American literature as expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Prerequisite: four

entrance units or 100D or 102 or 103a.

4 credits

*Marina Kaplan*

M W F 9:20–10:30 a.m.

### 216b Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Prerequisite: four entrance units or 100D, 102, or 103a.

4 credits

*Marina Kaplan*

M W F 9:20–10:30 a.m.

### [230b Topics in Latin American Literature]

4 credits

### CLT 268b Latina and Latin American Women Writers

Knowledge of Spanish useful but not necessary.

### Upper Division Courses in Spanish Literature

The prerequisites for the following Spanish courses are 215a and b, or 216a and b.

### The Formative Period

#### CLT 322a Words and Music in Medieval Lyric

#### [330a The Epic Tradition: Poems, Chronicles, and Ballads]

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. To be offered in 1988–89.  
4 credits

#### [331a The Structure of the Spanish Middle Ages in Literature]

The legacy of the Moorish, Jewish, and

Christian traditions. To be offered in 1988–89.

4 credits

#### 332b *El Libro de buen amor* and *La Celestina*

Study of medieval and pre-Renaissance themes.

4 credits

*Erna Berndt Kelley*

M W F 2:10–3 p.m.

### The Imperial Period

#### 344a Ideological Framework of the Imperial Age

An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature against the background of the Spanish Inquisition.

4 credits

*Erna Berndt Kelley*

M W F 2:10–3 p.m.

#### [345b Renaissance and Baroque Prose]

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels, and works by Lope de Vega, Quevedo, Maria Zayas, and Vélez de Guevara. To be offered in 1988–89.

4 credits

### The Modern Period

#### [360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism]

A study of the literature of the nineteenth century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts. To be offered in 1988–89.

4 credits

#### 362b Galdós

A study of the conflict between the individual and society in late nineteenth-century Spain through the novels of Benito Pérez Galdós. Readings include: *La Fontana de Oro*; *La Desheredada*; *El amigo Manso*;



*Misericordia; Fortunata y Jacinta.*

4 credits

Walter Glannon

T Th 1–2:50 p.m.

**[363a Contemporary Women Novelists of Spain]**

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity, and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets, and Montero. Prerequisites: 215a and b or 216a and b or permission of the instructor. To be offered in 1988–89.  
4 credits

**[364b Tradition and Dissent: The Generation of '98]**

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán, and Azorín. To be offered in 1988–89.  
4 credits

**366a The Heritage of Modernism: Twentieth-Century Spanish Poetry**

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War, and Franco's dictatorial regime.

4 credits

Asunción Horno-Delgado

M W F 10:40–11:50 a.m.

**Upper Division Courses in Latin American Literature**

(For courses in Brazilian literature, see Portuguese section.)

A study of Spanish-American literature through one of four focuses: genre, region, themes, or literary movements. In all four,

emphasis will be placed on such issues as changing political, social, and regional contexts; race, gender, and national identity; and European and North American models.

Each course will be an examination of the different ways in which Spanish-American literature has assimilated and transformed foreign artistic expressions into an autonomous discourse.

Prerequisite for all four courses is SPP 216a and 216b or permission of the instructor. A student may repeat a given number of each course when the topic is also different.

**370b Literary Genres in Spanish America**

Topic for 1987–88: Prose Fiction. Emphasis on the novella and short story in the nineteenth and twentieth centuries and chronological examination of their development in the contemporary age. Concepts such as the fantastic, magic realism, and their relation to a Latin American identity will be examined. Readings by Darío, García Márquez, Cortázar, Borges, Bombal, Vega, and Ferré among others.

4 credits

Marina Kaplan

T Th 9:30–10:50 a.m.

**371a Latin American Literature Within a Regional Context**

Topic for 1987–88: Contemporary Central American literature. Topics to be discussed include dictatorship and literary resistance in Central America, race and national identity. Authors include Alegría, Asturias, Cardenal, Naranjo, and Dalton.

4 credits

Nancy Saporta Sternbach

T Th 9:30–10:50 a.m.

**[372b Themes in Latin American Literature]**

Topic for 1988–89: To be announced.

4 credits

**[373a Literary Movements and Periods in Latin America]**

Topic for 1988–89: To be announced.

4 credits

**380a, 380b Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.

4 credits

**388a, 388b Special Studies in Language Teaching**

Admission for seniors by permission of the department.

4 credits

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## The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

**Adviser for the Spanish Major:** Walter Glannon.

**Adviser for the Latin American Literature Major:** Nancy Saporta Sternbach.

**Adviser for the Luso-Brazilian Major:** Charles Cutler.

**Adviser for Study Abroad:** Erna Berndt Kelley.

The S/U grading option is not allowed for courses counting toward the majors.

## Spanish

Basis: 215a and b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (formative, imperial, modern); three of these, one in each period, must be taken in the department at Smith College.

## Latin American Literature

For students particularly interested in literature.

Basis: 216a and b.

Requirements: four courses from the following: 370, 371, [372], [373], 380; one course related to Brazil; and three additional courses in the department, such as 200, [230]; AAS 238; and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

## Latin American Area Studies

(See Interdepartmental Major and Minor in Latin American Studies.)

For students interested not only in literature, but in such fields as economics, government, history, sociology, and anthropology.

## Luso-Brazilian Studies

Basis: HST 260a and 263a.

Requirements: two of the following: [210], [230], AAS 238, [AAS 239]; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, anthropology, art, economics, geography, government, history, or literature, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

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## The Minors

**Adviser:** Same as listed for the majors.

### Spanish Literature

Requirements: five courses in Spanish literature, including 215a and b, and two courses at the 300 level.

### Latin American Literature

Requirements: five courses in Latin American literature, including 216a and b, and two courses at the 300 level.

### **Latin American Area Studies**

(See Interdepartmental Major and Minor in Latin American Studies.)

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### **Honors**

Director: Walter Glannon.

**501a Thesis**

8 credits

### **Spanish Literature**

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

### **Latin American Literature**

Requirements: same as those listed under program I of the Latin American studies major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

## Departmental Major and Minor in Theatre

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### Professor

\*Leonard Berkman, D.F.A.

### Associate Professors

John D. Hellweg, Ph.D., *Chair*

Catherine H. Smith, M.A., M.F.A.

Chezia Thompson-Cager, D.A. (Afro-  
American Studies and Theatre)

### Assistant Professors

\*\*Mark Harrison, M.A.

Deborah G. Lubar, B.A.

Mary Tarantino, M.F.A.

Kendall, Ph.D.

### 110a Dynamics of Drama

A lecture/laboratory for both theatre and non-theatre students that explores the components of theatre from script to performance. Works to be studied range from Shakespeare to the present.

4 credits

*Deborah Lubar*

M W 9:20–11:50 a.m.

### 198a Theatre and Society: Pre-history to 1660

A cross-cultural study of theatre as an expression of the values of its audience, from the birth of theatre in various cultures, through theatre as Buddhist or Christian teaching, to theatre as popular or fashionable diversion. Styles in playwriting, acting, costuming, theatre architecture, and management will be examined in historical context.

4 credits

*Kendall*

M W F 9:20–10:30 a.m.

### 199b Theatre and Society: 1660 to Global Theatre of 1965

A cross-cultural study of theatre as an expression of the values of its audience, from European concepts of universal truth through Asian and Irish symbolism, German romanticism, and such movements as realism, nihilism, and absurdism. How playwriting, production, directing, and act-

ing are influenced by revolutions in philosophical, social, and political thinking.

4 credits

*Kendall*

T Th 9:30–10:50 a.m.

## A. History, Literature, Criticism

### [211b Continental Theatre and Drama]

Innovation and change in European theatre from the baroque designers of the eighteenth century to the independent theatres of the late nineteenth century. Playwrights to be considered range from Goldoni, Goethe, and Buchner to Ibsen, Strindberg, and Chekhov. To be offered in 1988–89.

4 credits

### 212a Modern European Drama

The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen, Strindberg, and Chekhov to the widespread experimentation of the 1920s: e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, early Brecht. Attendance required at selected performances.

4 credits

*John Hellweg*

T Th 9:30–10:50 a.m.



**212b Modern European Drama**

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be considered include: later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, and Churchill. Attendance required at selected performances. Enrollment limited to 90.

4 credits

*Leonard Berkman*

T Th 9:30–10:50 a.m.

**213a American Theatre and Drama**

From *Uncle Tom's Cabin* to La Mama: struggles between culture and counterculture on the American stage. An examination of attitudes toward race, gender, class, the family, and the American dream through readings in popular and alternative drama and study of theatre movements.

4 credits

*Kendall*

M W F 1–2 p.m.

**214b Black Theatre**

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers, and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings.

4 credits

*Chezia Thompson-Cager*

T Th 9:30–10:50 a.m.

The following advanced courses in history, literature, criticism are limited to an enrollment of 20.

**300a Women in Theatre**

Topic for 1987–88: Proud Heritage, Strong Traditions: An examination of three hundred years of women's vision in theatre. The staging of English-speaking women's dreams, myths, and heroic fantasies, from the precursors of Aphra Behn to the suffragists, reveals a literary tradition surprising for its consistency.

4 credits

*Kendall*

M W F 10:40–11:50 a.m.

**[312b Theatre Criticism and Theories of the Modern Stage]**

Professional playgoing; writing reviews and critical essays; the role of the dramaturge and the reviewer; modern theories of the stage. Attendance at selected plays required. To be offered in 1988–89.

4 credits

**314a Masters and Movements in Drama**

Topic for 1987–88: Contemporary African Drama. The course will focus on the plays of Wole Soyinka, the New South African Playwrights, and John Pepper Clark and Yulissa Amadu Maddy, with the intent of familiarizing students with the cultural/political context of the work and its use of ritualistic artistic forms.

4 credits

*Chezia Thompson-Cager*

T Th 11–11:50 a.m.

**[314b Masters and Movements in Drama]**

To be offered in 1988–89. Topic: Latin-American Drama.

4 credits

**[316a Contemporary Canadian Drama]**

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include: Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, and Margaret Hollingsworth. To be offered in 1988–89.

4 credits

**B. Theory and Performance**

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required *will not* assure course admittance.

**100b The Art of Theatre Design**

An introduction to the elements of scenic, costume, lighting, and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation, and projects as appropriate to the topic. Open to all students but particularly recommended for freshmen and sophomores.

4 credits

*Catherine Smith*

M W F 10:40–11:50 a.m.

**200a, 200b Theatre Production**

A studio course based on the preparation and performance of department productions. Students are assigned to productions as needed the first semester of enrollment, and for any of the subsequent semesters may elect to fulfill course requirements though a wide array of production-related areas. May be taken four times for credit, with a maximum of two credits per semester. General meetings two times per semester, to be arranged.

1 credit

*To be announced*

**241a Acting I**

Introduction to physical, vocal, and interpretative aspects of performance, with emphasis on creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 credits

*Deborah Lubar*, M W 1–3 p.m.

**241b A repetition of 241a**

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 credits

*Deborah Lubar*, M W 9:20–11:50 a.m.

*John Hellweg*, T Th 1–3 p.m.

**242a Acting II: Musical Theatre for Actors**

Application of exercises, improvisations, and textual analysis to the performance of scenes in musical theatre. This course is intended to introduce acting students, with or without musical skills, to musical theatre. Five hours of class projects. L and P. Prerequisite: 241a or b.

4 credits

*Mark Harrison*

T Th 9:30–11:50 a.m.; *Catherine Smith*, make-up lab: two hours of stage make-up every other week. Hours to be arranged.

**242b Acting II: Scene-Strength**

Application of exercises, improvisations, and textual analysis to the performance of scenes. L and P. Prerequisite: 241a or b or permission of the instructor.

4 credits

*Kendall*

T Th 1–3 p.m.; *Catherine Smith*, make-up lab: two hours of stage make-up every other week. Hours to be arranged.

**251a Stagecraft**

A study of the construction of scenery and props for the stage. The fundamental methods and techniques of translating the design to the physical stage. Six hours of shop time required weekly. L and P.

4 credits

*To be announced*

M W F 2:10–3 p.m.

**251b A repetition of 251a**

4 credits

*To be announced*

M W F 2:10–3 p.m.

**252a, 252b Scene Design I**

A study of pictorial organization for the support of action and characterization in the production of plays, with emphasis on designing the space and the decor. L and P.

4 credits

*To be announced*

M W F 1–2 p.m.

**253a, 253b Lighting Design I**

The application of the principles of light, color, illumination, and electricity to the stage and introduction to elements of design. Additional hours of production work required for one show. L and P.

4 credits

*Mary Tarantino*

M W F 10:40–11:50 a.m.

**254a, 254b Costume Design I**

The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Six hours of afternoon production work per week required for one show.

4 credits

*Catherine Smith*

M W F 9:20–10:30 a.m.

**[261a], 261b Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. L and P with writing sample required.

4 credits

*Leonard Berkman*

To be arranged

**[262a], 262b Writing for the Theatre**

Advanced work. Prerequisite: 261a or b. L and P.

4 credits

*Leonard Berkman*

To be arranged

**265b Voice for the Actor (E)**

The course incorporates work on alignment, breath, movement, and a careful progression of vocal exercises designed to free the actor's speaking voice and encourage greater range of expression, flexibility, and spontaneity. Enrollment limited to 20. At least one year of college acting required. Prerequisite: 241a or b. To be offered once only.

2 credits

*Melissa Cooper*

T 9:30–11:50 a.m.

**[342a Acting III]**

To be offered in 1988–89. Prerequisite: 242a or b or permission of the instructor. L and P. Six class hours.

4 credits

**343b Acting III**

Topic for 1987–88: Acting Shakespeare. A study of language in action. Using a selection of Shakespeare's plays, we will analyze the nature of Shakespearean speech as it applies to the actor. This course will focus on the infinite variety of Shakespeare's women and their relation to class and culture. Performance of scenes and monologues. Prerequisite: 242a or b or permission of the instructor. Six class hours. L and P.

4 credits

*Deborah Lubar*

M W 1–4 p.m.

**344a, [344b] Directing**

The history and theory of directing and application of directing techniques in exercises and scene work. Prerequisites: one acting and one design/technical course. L and P.

4 credits

344a: *Mark Harrison*

T Th 1–2:50 p.m.; Th 3–4:50 at the option of the instructor.

**[345a, 345b Advanced Directing]**

Directorial analysis of plays projected through staging and characterization; independent projects. Prerequisite: 344a or b. L and P. To be offered in 1988–89.

4 credits

**[352a], 352b Scene Design II**

An advanced study of scene design. Prerequisite: 252a or b or P.

4 credits

*To be announced*

T 1–2:50 p.m.



**353a, 353b Lighting Design II**

A study of lighting design through exploration of different types of stage spaces both in project-on-paper work and in realized designs. Design analysis and lighting orchestrations for several plays. Production work required. Prerequisite: 253a or b or P. 4 credits

*Mary Tarantino*

T Th 1–2:30 p.m.

**354b Costume Design II**

The integration of the design elements of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Eight hours of afternoon production work per week. Prerequisites: 254a or b and P. 4 credits

*Catherine Smith*

M W F 9:20–10:30 a.m.

**301a, 301b Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 4 credits

**Dance** (See dance department also.)

**Graduate**

**Advisers:** John Hellweg, first semester; Leonard Berkman, second semester.

**400a, 400b Research and Thesis Production Project**

4 credits

*Leonard Berkman, John Hellweg, Mark Harrison, Kendall, Deborah Lubar, Chezia Thompson-Cager*

**401a, 401b Special Studies**

4 credits

*Members of the Department*

By permission of the instructor and the chair of the department, the following graduate courses are open to qualified seniors:

**412a Advanced Studies in Acting, Speech, and Movement**

4 credits

*Mark Harrison, Deborah Lubar, John Hellweg*

**412b Advanced Studies in Acting, Speech, and Movement**

4 credits

*Mark Harrison, Deborah Lubar, John Hellweg*

**413a, 413b Advanced Studies in Design**

4 credits

**I. Scene Design**

*To be announced*

**II. Lighting Design**

*Mary Tarantino*

**III. Costume Design and Cutting**

*Catherine Smith*

**IV. Technical Production**

*To be announced*

**415a, 415b Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting**

4 credits

*Leonard Berkman, John Hellweg, Kendall, Deborah Lubar, Chezia Thompson-Cager*

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Deborah Lubar.

**Basis:** 198a and 199b.

**Requirements:** ten semester courses, including the following:

1. 198a and 199b as the basis.

2. Three courses from Division A:

History

Dramatic Literature

Criticism

(These courses are listed as 211b through 314b.)

3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or dance course (241a or b or a studio dance



course); one design or technical course (251a or b or 252a or b or 253a or b or 254a or b); one directing, choreography, or playwriting course (344a or b, 261a or b, or DAN 353b).

4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: 198a and 199b; DAN 151a or b; DAN 171a, [272a]; one from dramatic literature; one from design or technical theatre; DAN 252b, 353b, and 377a.

Students with a dance emphasis should consult with dance faculty in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include ENG 218a, 218b, 343b; [RUS 236b].

## The Minor

**Advisers:** Members of the Department.

**Requirements:** six courses.

**Basis:** 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one course of the student's choice:

- (a) History, Literature, Criticism;
- (b) Acting, Dance, Choreography, Directing, or Playwriting; and
- (c) Costume, Lighting, or Scene Design.

## Honors

**Director:** John Hellweg, first semester; Leonard Berkman, second semester.

**501 Thesis**  
8 credits

**501a Thesis**  
8 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - (a) a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - (b) a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the

second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.

5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

## Interdepartmental Minor in Third-World Development Studies

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### Advisers

- \*\*Elizabeth Hopkins**, Anthropology, *Co-director*  
**Nola Reinhardt**, Economics, *Co-director*

### Participating Faculty Members

- \*\*Joan Afferica**, Professor of History  
 Susan Bourque, Professor of Government  
 Donna Robinson Divine, Professor of Government  
 Daniel Gardner, Associate Professor of History  
**\*Stephen Goldstein**, Professor of Government  
 Robert Haddad, Professor of History and of Religion & Biblical Literature  
**\*\*Elizabeth Hopkins**, Professor of Anthropology  
 Donald Joralemon, Assistant Professor of Anthropology  
 Linda S. Lewis, Assistant Professor of Anthropology (at Amherst College Under the Five College Program)  
 Mahnaz Mahdavi, Assistant Professor of Economics  
 Frédérique Marglin, Associate Professor of Anthropology  
 Cynthia Taft Morris, Professor of Economics  
 Walter Morris-Hale, Associate Professor of Government  
 Richard Parmentier, Assistant Professor of Anthropology  
 Karen Pfeifer, Associate Professor of Economics  
<sup>2</sup>**Sean Redding**, Visiting Lecturer  
 Nola Reinhardt, Assistant Professor of Economics  
 Andrew Zimbalist, Professor of Economics  
 Ann Zulawski, Assistant Professor of History and of Latin American Studies
- 

Third-World development studies, a multi-disciplinary social science program, explores the transformation of Latin American, African, Middle Eastern, and Asian societies since the sixteenth century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history, and political science while ensuring that the student has a sustained familiarity with one geographical region. Courses are

drawn from the departments of economics, government, history, and sociology and anthropology.

Requirements: six semester courses with at least one, but no more than two, courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration, such as Africa or the Middle East.

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### Anthropology

**130a Introduction to Cultural Anthropology**

- 130b A repetition of 130a
  - 231b Africa:  
A Continent in Crisis
  - 232a Politics in Non-Western Societies
  - 236b Economic Anthropology
  - 237b Native South Americans: Contact  
and Conquest
  - 241b Development and Threatened  
Cultures
  - 247a Korean Society (E)
  - 248a Medical Anthropology
  - 332a Seminar: The Dynamics of  
Change: Traditional Identity  
and Modernization in the  
Third World
- 

## Economics

- 209a Comparative Economic Systems
- 211a Economic Development
- 213b The World Food System
- 214a The Economics of the Middle  
East and North Africa
- [309b Seminar: Topics in Comparative  
Economic Systems]
- 311b Seminar: Topics in Economic  
Development
- 318b Seminar: Latin American  
Economics

See departmental listing for course  
requirements.

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## Government

- 223b Governments and Politics of the  
Middle East and North Africa
- 224b Latin American Political Systems
- 225a Government and Politics of Sub-  
Saharan Africa
- 228b Government and Politics of China
- 229b Government and Plural Societies
- 231a Problems in Political Development
- 320a Seminar in Comparative Govern-  
ment: Power and Politics in Africa
- 344b Seminar in International Politics:  
South Africa in World Politics
- 346a Seminar in International Politics:  
Conflict and Cooperation in Asia

- [348a Seminar in Comparative Govern-  
ment and International Relations:  
The Arab-Israeli Dispute]
- 

## History

- [212b East Asia in Transformation,  
A.D. 900–1850]
- 213a Aspects of Chinese and Japanese  
History
- 240a Tradition and Change in Russian  
and Soviet History, 1801–Present
- 258b Problems in Twentieth-Century  
African History
- 260a Colonial Latin America, 1492–  
1821
- 261b National Latin America, 1821–  
Present
- 263a Continuity and Change in Spanish  
America and Brazil: Crisis in Cen-  
tral America in the Nineteenth  
and Twentieth Centuries
- [307b Seminar: Problems in the History  
of the Islamic Middle East]
- 361b Seminar: Problems in the History  
of Spanish America and Brazil:  
History and Society in the Andes



## Interdepartmental Minor in Urban Studies

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### Advisers

†Martha Ackelsberg, Professor of Government  
 Randall Bartlett, Professor of Economics, *Director*  
 Richard Fantasia, Assistant Professor of Sociology and Anthropology  
 Helen Searing, Professor of Art  
 John Walter, Associate Professor of Afro-American Studies

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The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other campuses in the five colleges may be included in the minor, with the approval of one of the advisers.

### Afro-American Studies:

- 278a The Sixties in America: Conflict, Confrontation, and Concession
- [277a The Jazz Age]

### Art:

- [202 History of City Planning and Landscape Design]
- 205b Great Cities
- [215a Ancient Cities and Sanctuaries]
- [257b American Architecture and Urbanism]
- 258a Architecture of the Twentieth Century
- [290b Colloquium: Architectural Studies]

### Comparative Literature:

- 295a The Imagination and the City

### Economics:

- 230b Urban Economics

### Education:

- 200b Education in the City

### English:

- 233b American Literature from 1865 to 1914

### Government:

- [204a Urban Politics]
- [209a Studies in Local Government]
- [310b Seminar in Urban Politics]

### Sociology:

- [218a Urban Sociology]
- 213b Ethnic Minorities in America

## Interdepartmental Major and Minor in Women's Studies

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### Members of the Advisory Committee on the Study of Women for 1987-88

Susan Van Dyne, Associate Professor of English Language & Literature, *Chair and Director*

Susan Carter, Associate Professor of Economics

Faye Crosby, Professor of Psychology

Diane Crowder, Visiting Lecturer in French Language & Literature

Robert Davis, Assistant Professor of German Language & Literature

Elizabeth Harries, Associate Professor of English Language & Literature

Kendall, Assistant Professor of Theatre

Frédérique Marglin, Associate Professor of Anthropology

Lisa Reitzes, Instructor in Art

Ruth Solie, Associate Professor of Music

Elizabeth Spelman, Assistant Professor of Philosophy

Nancy Saporta Sternbach, Assistant Professor of Spanish & Portuguese

John Walter, Associate Professor of Afro-American Studies

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Over 20 courses that focus on women's experience are offered each year by separate departments including, in the second semester, a cluster of four courses that are coordinated through a lecture-discussion series on an interdisciplinary theme. The courses to be included in the spring 1988 course cluster, "**Women: Reading the Past, Writing the Self,**" are CLT 223b **The Written Self: Forms of Autobiography**, CLT 268b **Latina and Latin American Women Writers**, JUD 224b **Introduction to Rabbinic Texts: Women in Rabbinic Literature**, and MUS 101b **Women Composing**. Each course will require attendance at several Thursday evening lectures through the semester. To participate in the cluster a student may enroll in any one of the courses.

**Director:** the chair of the advisory committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

### Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences, and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

## Requirements for the Major

The major consists of 10 semester courses, including at least seven semester core courses that focus on women or gender (at least two of these must be at the advanced level) from a list compiled by the advisory committee each year. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated component courses in which the study of women or gender is a substantial issue or unit of study.

## Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of **at least three disciplines** and will normally include courses from **more than one division** of the college.
  2. Her distribution of courses should also enable a student to understand the differences in women's experience by including one or more courses that focus on **questions of race, class, or a culture other than that of the United States**.
  3. A student will participate at least once in the **interdisciplinary course cluster on women's experience** (offered each spring semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields.
  4. A student will focus her study by taking at least three courses in one of three **concentrations**:
    - a. *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, public policy);
    - b. *values and meaning* (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion, and theatre) and
    - c. *cross-cultural studies* (including, courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and Third- World development studies that together illuminate cultural differences).
- With the approval of the committee, a student may designate another concentration.
5. With her adviser, a student will complete a **statement reflecting on the interconnections between the courses in her major**, the questions addressed, and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

## Advising

Members of the Advisory Committee on the Study of Women will serve as advisers for the major in women's studies.

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## Honors

A student may honor in women's studies by completing an eight credit thesis, as two of the 10 semester courses in the major, in addition to fulfilling the general requirements. Eligibility of students for honors work, supervision of and evaluation of the thesis are determined by the Advisory Committee on the Study of Women.

### 501a Thesis

8 credits

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## The Minor

In consultation with an adviser from the Advisory Committee on the Study of Women, a student will choose six core

courses. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences in women's experience by including courses that focus on questions of race, class, and a culture other than that of the United States. Ordinarily a student completing the minor will have participated in the interdepartmental spring course cluster on women's experience (see description above).

With her adviser, a student electing the minor will identify the organizing questions that govern her selection of courses and the appropriate methodologies for answering these questions. In addition, she will develop and review with her adviser each semester a rationale to demonstrate how her selection of courses fulfills the distribution criteria outlined here.

Each year the advisory committee solicits the faculty to propose women-focused and component courses to be included in the major and minor and will assist faculty members in developing them.

Approved courses for 1987-88:

### Core Courses:

- AAS 218b      **Ethnicity and Women's Writing**  
*Johnnella Butler*  
 Either M W F 1-2 p.m., or  
 T Th 9:30-10:50 a.m.
- AAS 326a      **The Socio-Cultural Development of the Afro-American Woman**  
*Carolyn Jacobs*  
 T Th 9:30-10:50 a.m.
- AMS 220b      **Colloquium in American Studies: Women's Culture**  
*Susan Van Dyne*  
 M W F 9:20-10:30 a.m.
- ANT 235a      **Ritual and Myth**  
*Frédérique Marglin*  
 T 1-2:50 p.m., Th 1-2 p.m.

- ANT 244b      **The Cross-Cultural Construction of Gender**  
*Frédérique Marglin*  
 W 2:10-4 p.m., Th 2-2:50 p.m.
- CLT 222a      **Women Writing: Twentieth-Century Fiction**  
*Diane Crowder*  
 M W F 10:40-11:50 a.m.
- CLT 268b      **Latina and Latin American Women Writers**  
*Nancy Saporita Sternbach*  
 M W F 10:40-11:50 a.m.
- ECO 222b      **Women's Labor and the Economy**  
*Susan Carter*  
 T Th 1-2:10 p.m.
- EDC 323a      **Seminar in Humanism and Education.**  
**Topic for 1987-88:**  
**Women, Careers, and Socialization**  
*Sue Freeman*  
 W 7:30-9:30 p.m.
- ENG 239b      **American Women Poets**  
*Susan Van Dyne*  
 M W F 10:40-11:50 a.m.
- ENG 346a      **Women and Literature.**  
**Topic for 1987-88: Feminist Literary Theory**  
*Susan Van Dyne*  
 M 7:30-9:30 p.m.
- FLS 349b      **Women and Cinematic Representation**  
*Deborah Linderman*  
 Th 3-4:50 p.m.; film viewing, W 7:30-9:30 p.m.
- FRN 330a      **Modern French Civilization. Topic for 1987-88: Women's Lives, Domesticity in Nineteenth- and Twentieth-Century France**  
*Martine Gantrel*  
 M W F 9:20-10:30 a.m.



- GER 227b Topics in German Literature. Topic for 1987–88: Twentieth-Century German Women Writers (in translation)  
*Gertraud Gutzmann*  
T Th 9:30–10:50 a.m.
- GOV 231a Problems in Political Development  
*Susan Bourque and Donna Robinson Divine*  
T Th 8–9:20 a.m.
- HST 253b Women's History in Nineteenth-Century Europe  
*Ruth Harris*  
T Th 9:30–10:50 a.m.
- HST 383a Research in Women's History: The Sophia Smith Collection. Topic for 1987–88: American Women in the Era of Enfranchisement, 1869–1920  
*Susan Grigg*  
Th 3–4:50 p.m.
- JUD 224b Introduction to Rabbinic Texts. Topic for 1987–88: Women in Rabbinic Literature  
*Howard Adelman*  
M W F 2:10–3 p.m.
- MUS 101b Colloquium: Women Composing  
*Ruth Solie*  
M W F 1–2 p.m.
- PHI 240a Philosophy and Women  
*Elizabeth Spelman, Johnella Butler (Afro-American Studies)*  
T Th 3–4:50 p.m.
- PHI 304a Seminar: Value Theory. Topic for 1987–88: Moral Passages, Issues in Reproduction and Procreation  
*Kathryn Pyne Adelson*  
T 3–4:50 p.m.
- PHI 305a Topics in Feminist Theory: Gender and Human Identity  
*Elizabeth Spelman*  
M 7:30–9:30 p.m.
- PPL 259a Technology, Gender, and Public Policy in Cross-Cultural Perspective (E)  
*Susan Bourque*  
T Th 9:30–10:50 a.m.
- PSY 276b Psychology of Women  
*Faye Crosby*  
M W F 10:40–11:50 a.m.
- PSY 376b Seminar: Topics in the Psychology of Women.  
*Faye Crosby*  
M 7:30–9:30 p.m.
- [REL 330b Seminar: Historical Theology. Topic for 1988–89: Feminine Myths, Images, and Symbols]
- THE 300a Women in Theatre. Topic for 1987–88: Proud Heritage, Strong Traditions  
*Kendall*  
M W F 10:40–11:50 a.m.
- Component Courses:
- AAS 278a The Sixties in America: Conflict, Confrontation, and Concession  
*John Walter*  
T Th 1–2:50 p.m.
- ART 254a The Arts in America: American Art and Architecture from the Civil War Through the 1960s  
*Lisa Reitzes*  
M W F 1–2 p.m.
- ART 354b Studies in American Art. Topic for 1987–88: The Figural Tradition in American Painting, 1876–1976  
*Lisa Reitzes*  
T 1–2:50 p.m., Th 11–11:50 a.m.

CLT 223b	The Written Self: Forms of Autobiography <i>Ann Jones</i> T Th 3-4:50 p.m.	THE 198a	Theatre and Society: Pre-history to 1660 <i>Kendall</i> M W F 9:20-10:30 a.m.
CLT 275a	The Epistolary Novel <i>Janie Vanpée</i> T Th 1-2:50 p.m.	THE 199b	Theatre and Society: 1660-Global Theatre of 1965 <i>Kendall</i> T Th 9:30-10:50 a.m.
CLT 296a	Proseminar: Contemporary Literary Theory <i>Ann Jones</i> T Th 3-4:50 p.m.	THE 213a	American Theatre and Drama <i>Kendall</i> M W F 1-2 p.m.
CLT 305a	Studies in the Novel. Topic for 1987-88: Prose Romance <i>Thalia Pandiri</i> M 7:30-9:30 p.m.	THE 343b	Acting III. Topic for 1987-88: Acting Shakespeare <i>Deborah Lubar</i> M W 1-4 p.m.
ENG 225a	British Literature in the Later Eighteenth Century. Topic for 1987-88: Sense and Sensibility <i>Elizabeth Harries</i> T Th 1-2:50 p.m.		
ITL 338a	Italian Novel of the Nineteenth Century <i>Margherita Dinale</i> T Th 9:30-10:50 a.m.		
PSY 243a	Adult Development <i>Barbara Reinhold</i> T Th 1-2:50 p.m.		
REL 232b	Western Christian Thought and Worship (1100-1800) <i>Jean Higgins</i> M W F 1-2 p.m.		
SOC 212a	Class and Society <i>Richard Fantasia</i> T Th 11-11:50 a.m. and 1 hour to be arranged		
SPP 371a	Latin American Literature Within a Regional Context: Topic for 1987-88: Contemporary Central American Literature <i>Nancy Saporta Sternbach</i> T Th 9:30-10:50 a.m.		

# Interdepartmental and Extradepartmental Course Offerings

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## Associate Professor

Ann Rosalind Jones, Ph.D. (Comparative Literature)

## Assistant in the Social Sciences

Molly Jahnige Robinson, M.A.

## Lecturer

Susan Skulsky, M.A. (General Literature)

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### ARA 126a Elementary Arabic (E)

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; final. 4 credits

*Adnan Haydar (UMass)*

M W F 10:40–11:50 a.m.

### ARA 127b Elementary Arabic (E)

A continuation of 126a.

Prerequisite: 126a.

4 credits

*Adnan Haydar (UMass)*

M W F 10:40–11:50 a.m.

### GLT 291 A Survey of Selected European Masterpieces from Homer to Tolstoy

8 credits

*Maria Banerjee, Director (first semester);*

*Ronald Macdonald, Director (second semester)*

Lec W 2:10 p.m.; sections as below:

First semester:

M W F 8–9:10 a.m., *Susan Skulsky (General Literature)*

M W F 9:20–10:30 a.m., *Maria Banerjee (Russian)*

M W F 10:40–11:50 a.m., *David Ball (French)*

M W F 1–2 p.m., *Joan Bramwell (English)*

T Th 9:30–10:50 a.m., *Nancy Shumate (Classics)*

T Th 1–2:50 p.m., *Ann Jones (Comparative Literature)*

T Th 3–4:50 p.m., *Jefferson Hunter (English)*

Second semester:

M W F 8–9:10 a.m., *Susan Skulsky (General Literature)*

M W F 9:20–10:30 a.m., *Maria Banerjee (Russian)*

M W F 10:40–11:50 a.m., *Ann Philbrick (French)*

M W F 1–2 p.m., *Thalia Pandiri (Classics)*

T Th 9:30–10:50 a.m., *Ronald R.*

*Macdonald (English)*

T Th 1–2:50 p.m., *Ann Jones (Comparative Literature)*

T Th 3–4:50 p.m., *Elizabeth Harries (English)*

### HWI 150a A History of Western Ideas (E)

An introduction to some of the basic texts of Western civilization. The texts—philosophical, literary, theological, and political will be related to their general historical—settings, but primary emphasis will be placed on discussion of their continuing importance in our lives and our self-perception. First semester will cover Western reflective thinking from the Greek and Hebraic beginnings through the eighteenth century. HWI 150a is a prerequisite for HWI 151b.

4 credits

*John Connolly (Philosophy), Quentin Quesnell (Religion)*

M W F 8–9:10 a.m.

**[HWI 151b A History of Western Ideas (E)]**

A continuation of 150a. Examines the forms and directions of change in nineteenth- and twentieth-century intellectual culture. Prerequisite: 150a. To be offered in 1988–89. 4 credits

**[IDP 326b Patronage of Music in Renaissance and Early Modern Europe]**

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early fifteenth to the early seventeenth centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required. To be offered in 1988–89.

4 credits

*Richard Sherr (Music) and Joachim Stieber (History)*

**PWS 200b Peace and War in the Nuclear Age: An Interdisciplinary Approach**

An inquiry into the nature and causes of contemporary war and the conditions of peace from a series of disciplinary approaches. Examination of the empirical foundations and consequences of war from the perspectives of the natural and social sciences. Not open to freshmen.

4 credits

*Thomas Derr (Religion), Director*  
*John Bethyon (Religion); Charles Robertson (Government); Malgorzata Zielinska-Pfabé (Physics); Stylianos Scordilis (Biological Sciences); Maurice Isserman (History); Fletcher Blanchard (Psychology); Thomas Riddell (Economics); Deborah Lubar (Theatre); and others.*

M W F 10:40–11:50 a.m.

**PPY 209a Philosophy and History of Psychology**

An examination of the philosophical roots

of issues in psychology, such as determinism, consciousness, and the relationship of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology.

4 credits

*Peter Pufall (Psychology)*

T Th 9:30–10:50 a.m.

**[PPY 221b Language]**

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models, and the representation of language in the brain. To be offered in 1988–89.

4 credits

**SOC 303a Seminar: Knowledge and Society**

An investigation through reading and discussion of some of the main social determinants of theory-building as a human activity. To be offered once only.

*Ludwig Huber (Hamburg Exchange Lecturer)*

W 7:30–9:30 p.m.

**SSC 190a Introduction to Statistics for Social Scientists**

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference, including hypothesis testing. Topics include elementary sampling, data collection and probability, sampling distributions, association, correlation, and regression.

4 credits

*Robert Buchele (Economics)*

T Th 9:30–10:40 a.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m. or W 2:10–4 p.m.

**SSC 190b A repetition of 190a**

4 credits

*To be announced*

*To be arranged*



## Five College Course Offerings by Five College Faculty

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**Madeline Men-Li Chu**, Associate Professor of Chinese (at the University of Massachusetts Under the Five College Program)

First Semester:

Amherst: **Asian 7**

### **Intermediate Chinese I**

This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 6 or equivalent.

M W F 11–11:50 a.m.

UMass: **Chinese 120**

### **Non-intensive Elementary Chinese II**

Lecture, drills, recitation, discussion, language lab. Mandarin Chinese; emphasis on the oral aspect. Romanization and simplified characters follow those currently used in Mainland China. Principled introduction to the next 200 basic simplified characters. Texts: *Practical Chinese Reader*; *5000 Dictionary*, Fenn. Regular quizzes, midterm.

Prerequisite: Chinese 110

M W F 9:05–9:55 a.m.; M W F 11:15 a.m.–12:05 p.m.; M W F 1:25–2:15 p.m.

Second Semester:

Amherst: **Asian 8**

### **Intermediate Chinese II**

A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 7 or equivalent.

M W F 11–11:50 a.m.

UMass: **Chinese 110**

### **Non-intensive Elementary Chinese I**

Lecture, drills, discussion, language lab. Introduction to Mandarin sounds, romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure same as Chinese 126 but at half the pace. Text: *Practical Chinese Reader*. Quiz every two weeks, midterm.

M W F 9:05–9:55 a.m.

UMass: **Chinese 241/Comparative Literature 253**

### **Contemporary Chinese Literature: Fiction**

Lecture, discussion. Introduction to contemporary Chinese fiction from "two Chinas": the People's Republic and Taiwan. Emphasis on the role of socially concerned writers. All works read in English translation. A modern Chinese history or political science course (in conjunction) would help students without background. Participation in class discussion and papers.

M W F 10:10–11 a.m.

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**James Coleman**, Assistant Professor of Dance (at Mount Holyoke College Under the Five College Program)

First Semester:

Mount Holyoke: **Dance 151f**

### **Elementary Composition**

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned.

T Th 3–5 p.m. (Kendall Hall)

Mount Holyoke: **Dance 317f**

### **Modern Dance V**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

M W 1:30–3 p.m. (Kendall Hall)

## Second Semester:

Mount Holyoke: **Dance 318s****Modern Dance VI**

Further refinement of dance technique and performance skills.

M W 4–5:30 p.m.

Mount Holyoke: **Dance 377s****Philosophy of Dance**

An introduction to selected theories of the nature of art, creativity, aesthetic experience, and interpretation/criticism as they apply to dance.

M W 11 a.m.–12:30 p.m.

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**Maki Hirano Hubbard**, Instructor of Japanese (at Smith College Under the Five College Program)

## First Semester:

Mount Holyoke: **Asian Studies L122f****Intermediate Japanese**Course focuses on (1) development of oral proficiency, (2) acquisition of advanced sentence patterns, and (3) reading and writing practices. Oral-aural communicative skills shall be attained together with a solid understanding of the social and cultural context of the language, and 250 to 300 Kanji will be learned through reading practice. The main textbook is *Japanese: The Spoken Language, Part II*, and supplementary materials will be used for reading. Audio-visual aids will also be used extensively, including original dramas and songs in Japanese.

M W F 11 a.m.–12:15 p.m.

Smith: **Japanese 200****Intermediate Japanese**

(Same description as that shown for Asian Studies L122f at Mount Holyoke.) Prerequisite: 100 or the equivalent.

8 credits

M W F 8–9:10 a.m., T 8:20–9:10 a.m.

Smith: **Japanese 300a****Advanced Japanese (E)**

Acquisition of skills in reading and aural comprehension through study of varied prose pieces and audio-visual material. Discussions will focus on both popular

and traditional aspects of Japanese culture as reflected in the selected materials.

Prerequisite: 200 or equivalent.

4 credits

*Mibo Obno*

T Th 10–11:50 a.m.

## Second Semester:

Mount Holyoke: **Asian Studies L123s****Intermediate Japanese**

The second semester of this course represents the final acquisition stage of Japanese basic grammar, vocabulary, and Kanji. Acquisition of oral-aural skills will continue to be emphasized, along with reading comprehension. New materials such as Japanese videos and popular songs may be introduced for comprehension practice (and fun).

M W F 11 a.m.–12:15 p.m.

Smith: **Japanese 200****Intermediate Japanese**

Continuation from first semester.

To be arranged

Smith: **Japanese 300b****Advanced Japanese (E)**

Continuation from first semester.

4 credits

To be arranged

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**Mohammed Mossa Jiyad**, Assistant Professor of Arabic (at the University of Massachusetts Under the Five College Program)

## First Semester:

[Mount Holyoke: **Asian 130f****Elementary Arabic I**]Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Elementary Modern Standard Arabic I*. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

**Amherst: Asian Languages & Literature 9  
Elementary Arabic I**

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Elementary Modern Standard Arabic I*. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

M T W Th F 11–11:50 a.m.

**UMass: Arabic 226  
Elementary Arabic II**

Lecture, class recitation, extensive use of language lab. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: *Elementary Modern Standard Arabic II*. Prerequisite: Arabic 126, 146, or consent of the instructor.

M W Th 2:30–4 p.m.

**UMass: Arabic 326  
Intermediate Arabic**

Lecture, recitation; introduction to defective verbs. Reading from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: *Intermediate Modern Standard Arabic I, II, and III*. Prerequisite: Arabic 126, 146, 226, 246, or consent of the instructor.  
By arrangement

**UMass: Near Eastern 396  
Independent Study in Arabic Language  
and Culture**  
By arrangement

Second Semester:

**Amherst: Asian 10  
Elementary Arabic I**  
Continuation from Asian 9 first semester.

Prerequisite: Asian 9, 130, or consent of the instructor.

M T W Th F 11 a.m.–12 noon

**UMass: Arabic 246  
Elementary Arabic II**

Continuation of Arabic 226 first semester.

Prerequisite: Arabic 226 or consent of the instructor.

M W Th 2–3:30 p.m.

**UMass: Arabic 346  
Intermediate Arabic**

Continuation of Arabic 326 first semester.

Prerequisite: Arabic 326 or consent of the instructor.

By arrangement

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**Michael T. Klare**, Associate Professor of Peace and World Security Studies (at Hampshire College Under the Five College Program)

First Semester:

**Hampshire: Social Science 174  
War, Revolution, and Peace**

An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies. Will examine the entire "spectrum of conflict," stretching from guerrilla war and "low-intensity combat" in the Third World to all-out conventional conflict in Europe and intercontinental nuclear war between the superpowers. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, will look at both traditional means of "arms control" as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. Will make extensive use of films, video, and simulations; students will be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security



Studies. Students will be required to participate in discussion sessions and to write several short papers. First- and second-year students only. Maximum enrollment: 40.

M W 1–3 p.m.

[Mount Holyoke: **Politics 311f**  
**Principles and Methods of Peace and Conflict Research**]

An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student research projects. Intended to expose students to the basic documents and sources used in advanced study of international peace and security issues. Will begin with selected readings on the international war/peace system, and proceed to close examination of basic research guides and sources (e.g., Arkin's *Research Guide to Current Military and Strategic Affairs* and the *SIPRI Yearbook*). Students will prepare a major research paper during the course of the semester. Prerequisite: 8 credits in politics including Politics 203, or permission of the instructor. One two-hour meeting per week.

Second Semester:

Hampshire: **Social Science 340**  
**Seminar on Current Problems in Peace and Conflict Studies**

An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work or graduate study in the field. Will focus on policy issues of current national and international interest: particularly, developments in nuclear weapons and nuclear arms control; "low-intensity conflict" and guerrilla warfare in the Third World; conventional weapons and the international arms trade; and U.S.-Soviet relations. Will also include consideration of research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their

findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies. Maximum enrollment: 25.

W 3–5:30 p.m.

[Smith: **Government 251b**  
**War, Revolution, and Intervention**]

An examination of the origins, modes, and consequences of military rivalry and conflict in North-South and intra-Third World relations. Topics will include the spectrum of military conflict; the historical role of military power in North-South conflict; theories of revolution, intervention, and counterinsurgency in the recent period; U.S.-Soviet military competition in the Third World; intra-Third World conflict and competition; the emergence of Third World regional powers; the international arms trade and nuclear proliferation; terrorism and unconventional warfare.

4 credits

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**Anthony Lake**, Professor in International Relations (at Mount Holyoke College Under the Five College Program)

First Semester:

Mount Holyoke: **International Relations 300**

**The Vietnam War**

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

W 2–4 p.m.

[Mount Holyoke: **International Relations 312f**

**Third World Revolutions**]

An examination of the purposes, causes, and results of revolutions in the Third



World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social, and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined: El Salvador, the Philippines, South Africa, and Zaire. Enrollment limited.

**UMass: Political Science 255**

**Case Studies in American Foreign Policy**

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah of Iran, and recent arms control negotiations. The bureaucratic and political pressures that framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

T Th 2:30–3:45 p.m.

Second Semester:

**Smith: GOV 243b**

**Case Studies in American Foreign Policy**

(Description same as UMass course in Political Science 255, taught first semester.)

4 credits

To be arranged

**Mount Holyoke: International Relations 273s**

**Case Studies in American Foreign Policy**

(Description same as UMass course in Political Science 255, taught first semester.)

To be arranged

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**Linda S. Lewis**, Assistant Professor of Anthropology (at Amherst College Under the Five College Program)

First Semester:

**Mount Holyoke: Anthropology 316f**

**East Asian Legal Systems**

An introduction to the laws and legal institutions of traditional and contemporary

China, Japan, and Korea. Beginning with aspects of traditional Chinese thought, the course examines patterns of change and elements of stability in East Asian legal culture, with an emphasis on the frameworks within which disputes are mediated and resolved. Some comparative analysis of the legal systems in Taiwan, the People's Republic of China, North and South Korea, and Japan.

T Th 2:30–3:45 p.m.

**Smith: ANT 247a**

**Korean Society (E)**

An introduction to Korean society in a comparative East Asian context. Beginning with an examination of traditional Korean culture, the course will focus on aspects of modern Korean society and its social, political, and economic organization. Material from historical and literary, as well as ethnographic, sources will be used in considering patterns of continuity and change. Although the emphasis is on the Korean cultural experience in contemporary South Korea, its manifestations in North Korea, Japan, and the United States also will be discussed.

4 credits

M 1–2:50 p.m., W 1–1:50 p.m.

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**Paulette M. Peckol**, Assistant Professor of Coastal and Marine Sciences (at Smith College Under the Five College Program)

First Semester:

**[Hampshire: Natural Science 288**

**Geology and Ecology of the New England Coast]**

This course considers the surficial geology and intertidal/nearshore ecology of the New England coast from Cape Cod to Southern Maine. Ecological topics will include (1) patterns and processes of intertidal communities, (2) food web relationships between salt marshes and coastal productivity, and (3) physiological adaptation to estuarine and oceanic conditions. Geological studies emphasize: (1) the glacial history of Cape Cod, (2) the effects of sea level rise and nearshore processes affecting bedrock, till and outwash deposits

on the NE coast, and (3) sedimentological and ecological factors governing the development of Barnstable, MA, salt marsh. Co-taught with J.B. Reid and C. D'Avanzo.

#### Smith: Biological Sciences 244a

##### Marine Ecology

Course considers patterns and processes of marine ecosystems, including nutrient cycles, community structure and dynamics, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes two weekend field trips. This is an intermediate level course requiring some background of information/concepts in biological sciences. The course is aimed at developing skills necessary for upper-level courses in ecology, marine sciences, geology, and environmental studies. 4 credits

Lec. T Th 9:30–10:50 a.m.; lab M 1–4 p.m.  
or T 1–4 p.m.

#### Second Semester:

##### [Mount Holyoke: Biological Sciences 225s Marine Biology]

Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. Requirements for this course include extensive reading outside of class in addition to a term paper. Prerequisite: Biological Sciences D-100 or other introductory biology course.

#### Amherst: Number to be announced

##### Advanced Topics in Marine Sciences

Contemporary and controversial topics in the field of marine sciences. Subjects considered include: origin of detritus and coastal production, critical limits of zonation, experimental design, marine "paradigms," competitive networks vs. hierarchies, and human effects, siltation, overfishing, pollution. Students will be evaluated on presentations, field projects,

class discussion, and written, critical analyses of specific topics. Prerequisite: 200 level course in ecology or marine science.  
T Th 1–3:50 p.m.

**Pearl Primus**, Professor of Ethnic Studies  
(at Amherst College Under the Five College Program)

#### First Semester:

##### Amherst: Black Studies 27

##### Peoples and Cultures of Africa

The anthropological study of the philosophy, culture-traits, and values of African peoples, such as Ashanti, Berber, Egyptian, Bambara, Vai, Fon, Ibo, Hausa, Pygmies, Watutsi, Yoruba, Bakuba, Zulu, Xhosa, Dinka, and Masai. The course will make extensive use of materials such as fabric, sculpture, slide and film presentations, music, and literature.  
W 2–4 p.m.

##### Smith: Dance 274a

##### Dance Ritual and Myth in African Societies (E)

An investigation of the techniques, themes, and choreography of traditional African dance. Emphasis will be placed on function and use of dance in African communities. Intermediate or advanced dancers or permission of the instructor. To be offered once only.

4 credits

T 1–2:50 p.m., Th 1–2 p.m.

#### Second Semester:

##### Amherst: Black Studies 24

##### Legacy: African Culture in the New World

This course will use a socio-anthropological approach to the journey of African-Americans from the great kingdoms and villages of Africa into the fields, streets, and cities of the United States and the Caribbean. A historical survey (1600–1987) will analyze the role of dance, music, and song in Africa's New World diaspora. Its focus will be on the changing presentation of African-based elements in music, theatre, and dance.

W 2–4 p.m.

UMass: Afro-Am 254

### **Introduction to African Studies**

Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economies. Co-taught with Josephus V. Richards.

W 7-9:30 p.m.

**J. Michael Rhodes**, Professor of Analytical Geochemistry (at the University of Massachusetts Under the Five College Program)

First Semester:

UMass: **Geology 591G**

### **Analytical Geochemistry**

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis, and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error, and the role that they play in analytical geochemistry. Prerequisite: Petrology or Introductory Geochemistry recommended. Enrollment limited.

T Th 3:35-4:30 p.m. (Morrill Center, Room 258)

[UMass: **Geology 591M**

### **Geochemistry of Magmatic Processes]**

Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundance and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry.

Second Semester:

UMass: **Geology 512**

### **X-ray Fluorescence Analysis**

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Enrollment limited.

W 2:30-3:45 p.m. (Morrill #4, Room 159)

\*UMass: **Geology 591V**

### **Volcanology**

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology recommended. Enrollment limited. F 1:25-3:30 p.m. plus additional lecture to be arranged (Morrill #4, Room 258)

\*Institutional location of class may be changed, depending on enrollment.

**Peggy Schwartz**, Assistant Professor of Dance (at Hampshire College Under the Five College Program)

First Semester:

Hampshire: **HA 113**

### **Modern Dance 1**

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, and kinesthetic awareness, and an understanding of the possibilities and potential for expressive communication



through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included. Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 on a first-come basis.

M W 10:30 a.m.–noon

[Hampshire: **HA 151**  
**Elementary Composition**]

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for himself or herself underlying principles of successful dance composition. Space, time, force, shape, and motion are studied as basic elements of choreography. Students are guided toward developing awareness and appreciation of their personal movement style and helped to increase their range of movement choices. Group dance improvisation will be part of the focus of this course.

Hampshire: **HA 172**  
**Meanings of Dance and Movement**

This proseminar is designed to provide students with an opportunity to discuss how we perceive meaning in dance form. We will view dance films, videos, and concerts and analyze them from the perspective of dance aesthetics and cultural context. Through readings, viewings, lectures and discussions, students will be asked to consider questions of form and content, structure and meaning, abstraction, and literalism. We will study the dance for what it reveals of its concerns as well as for what it reveals of the culture in which it is embedded. Class will meet twice weekly for two hours. Limited to 20 students with priority given to incoming Hampshire students.

M W 1–3 p.m.

[UMass: **Dance 293**  
**History and Philosophy of Dance and Movement**]

Education at the elementary and secondary levels. In this course we will explore theories and philosophies of dance as an educational activity and examine the history of

dance in education. We will also observe dance and movement programs in a variety of school settings, public and private, rural and urban, elementary and secondary. This course is designed to provide students with an opportunity to explore their interest and aptitude in dance education as a profession and to begin formulating a teaching philosophy of their own.

UMass: **Dance 463**  
**Dance Theory and Production at the Elementary or Secondary Level**

Through readings, lectures, discussions, and practice, this course will provide students with the opportunity to continue developing curricula in dance teaching. The course will include a ten-week teaching pre-practicum in an area school. Course work will focus on developing teaching materials in theoretical aspects of dance appropriate to various age levels and on preparing demonstration classes. Prerequisites: History and Philosophy of Dance and Movement Education at the Elementary and Secondary Levels; Methods and Materials of Teaching Dance.

T Th 11:30 a.m.–1:30 p.m.

Second Semester

Hampshire: **Dance 252**  
**Intermediate Composition**

Study of the styles of innovators in modern dance as a way of learning various approaches to choreography. The work of Isadora Duncan, Martha Graham, Merce Cunningham, and post-modern choreographers will be viewed as paradigms in developing movement themes, choosing music, and shaping dances. Students will practice composing movement using such formal organizing factors as rhythm, line, motor logic, ABA, theme and variation, canon, and chance forms. Course work will include readings, lectures, films, improvisation, assigned dance studies, and a final project. Prerequisite: Elementary Composition or permission of the instructor.

To be arranged



**UMass: Dance 293**

**History and Philosophy of Dance and Movement Education at the Elementary and Secondary Levels**

Designed to provide students with an opportunity to explore their interest and aptitude in dance education as a profession and to begin formulating a teaching philosophy of their own. Theories and philosophies of dance as an educational activity and the history of dance in education are studied. Observation of dance and movement programs in school settings. To be arranged

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**Stephen R. Smith**, Assistant Professor of Anthropology (at Amherst College Under the Five College Program)

Second Semester:

[Mount Holyoke: **Anthropology 208s Introduction to East Asian Societies**]

An introduction to the societies of China, Japan, and Korea from a comparative perspective. The course will examine patterns of stability and change within each society, as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing role of kinship, the family, and local communities in modern life.

**Amherst: Anthropology 28 East Asian Medical Systems**

A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of plural medical systems and social institutions in Taiwan, the People's Republic of China, Japan, and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery. To be arranged

**Hampshire: Social Science 261 Japanese Society**

An anthropological introduction to the cultural values and social organization of

contemporary Japan. The course will emphasize the comparison between the United States and Japan. Issues to be considered will include the family and sex roles, religion and values, business organization, crime and the law, education, and health care.

M W 10:30 a.m.–noon

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**Kevin M. Sweeney**, Assistant Professor of American Studies (at Smith College Under the Five College Program)

First Semester

**Smith: American Studies 302a Seminar: The Material Culture of New England, 1630–1830**

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) of New England's history. Transportation from Smith College to Deerfield is provided. Enrollment limited.

4 credits

M 2–4 p.m.

Second Semester:

**Mount Holyoke: History 275s American Forms and Values: The Material Culture of American Homes, 1620–1920**

Using artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture and artifacts in America from the period of English settlement to the progressive era. The course will provide an introduction to the study of material culture and a survey of American decorative arts. Field trips to Historic Deerfield; Hartford, Connecticut; and other sites in the area will form an integral part of the course.

M W 3–4:15 p.m.

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## International Relations Certificate Program

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics.
2. Global institutions or problems.
3. The international financial and/or commercial system.
4. A modern (post-1815) history course relevant to the development of international systems.
5. Contemporary American foreign policy.
6. A contemporary foreign language up to a proficiency level of the second year of college.
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a Third-World country.

A complete list of the Five College courses for each of the seven requirements is available from the Office of the Dean of the Faculty, the advisers listed below, and the Five College Center.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman.

Hampshire College: Frank Holmquist.

Mount Holyoke College: Vincent Ferraro, Anthony Lake.

Smith College: Peter Rowe.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science.

Further information can be obtained from Vincent Ferraro or Anthony Lake at Mount Holyoke.

# The Athletic Program

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Lawrence A. Fink, Ed.D., Professor of Education and Child Study and Director of Athletics

## Coaches

James Babyak, M.A., Coach of Basketball and Soccer

Kim G. Bierwert, B.A., Coach of Swimming and Diving

Theresa Collins, B.S., Coach of Skiing

Christine Jane Davis, M.S., Coach of Tennis

Judy Dubiel, B.S., Coach of Lacrosse

Suzanne Gray-Mieczkowski, M.Ed., Coach of Riding

Mary Jane Grinaker, M.S., Coach of Cross Country and Track and Field

Syed Ali Sajjad Jafry, M.S., Coach of Squash  
Andrea A'rkosi LaChance, M.S., Coach of  
Gymnastics

Jane Ludwig, B.S., Coach of Crew

Bonnie Stewart May, M.S., Coach of Softball  
and Volleyball

## Staff

Mary E. O'Carroll, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, both at the intercollegiate and the intramural levels. Students interested in athletic instruction should consult the exercise and sport studies department, p. 193. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries concerning intercollegiate athletics and the intramural program should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, Massachusetts 01063.

## A. Intercollegiate Athletics

The emphasis of the intercollegiate program is on the pursuit of athletic excellence and the enjoyment of competition with other highly skilled players. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 6 (NEW 6) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and

the Eastern College Athletic Conference (ECAC), although the college's schedules include many contests with Division I and Division II institutions.

In 1987-88, the college will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6 p.m., James Babyak.

**Crew.** Season: September-May. Practice hours: M T W Th F 3:30-5:30 p.m., Jane Ludwig.

**Cross Country.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Mary Jane Grinaker.

**Field Hockey.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., To be announced.

**Gymnastics.** Season: October-March. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., Andrea A'rkosi LaChance.

**Lacrosse.** Season: February-May. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Judy Dubiel.

**Riding.** Season: September–December, February–May. Practice hours: To be arranged, Suzanne Gray-Mieczkowski.

**Skiing.** Season: January–March. Practice hours: To be arranged, Theresa Collins.

**Soccer.** Season: September–November. Practice hours: M T W Th F 4–6 p.m., James Babyak.

**Softball.** Season: March–May. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Bonnie Stewart May.

**Squash.** Season: November–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Syed Ali Sajjad Jafry.

**Swimming and Diving.** Season: September–March. Practice hours for swimming: M T W Th F 3–5 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim G. Bierwert.

**Tennis.** Season: September–October, February–April. Practice hours: M T W Th 4–6 p.m., F 3–5 p.m., Christine Jane Davis.

**Track and Field.** Season: October–December, pre-season conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: October–December, three days per week to be arranged. January–May M T W Th F 4–6 p.m., Mary Jane Grinaker.

**Volleyball.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie Stewart May.

friendly rivalry for tournament championships in badminton, basketball, field hockey, paddle tennis, soccer, softball, squash, swimming, tennis, and volleyball, and in special events such as a novice crew regatta, the Head of the Paradise, the campus run, and the open doubles tennis tournament. In addition, there is a synchronized swimming club, Lifeguards, which practices all year and gives water shows each spring.

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## B. Intramural Athletics

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time and effort required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with



# Directory

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**Barbara Lease Crutcher, A.B.**  
*Chairman*  
Seattle, Washington  
Term expires 1991

**Lynn Middleton Kable, A.B.**  
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**Cheryl Sutton, A.B.**  
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*Lecturer in Dance*

**Tom R. Dennis**

*Lecturer in Astronomy*

B.A., M.A. University of Michigan, Ph.D.  
Princeton University.

**William A. Dent**

*Lecturer in Astronomy*

B.S. Case Institute of Technology, M.S.,  
Ph.D. University of Michigan.

**Robert L. Dickman**

*Lecturer in Astronomy*

A.B., M.A., M.Phil., Ph.D. Columbia  
University.

**Gwen Fabricant**

*Lecturer in Art*

B.A. Brooklyn College.

**John Joseph Feeney**

*Lecturer in Education and Child Study*

A.B. Saint Michael's College, M.Ed. Boston  
College.

**Barbara Fink**

*Lecturer in Education and Child Study and  
Practice Teaching Supervisor*

B.A. Wellesley College, M.A. Columbia  
University.

**Terese Freedman**

*Lecturer in Dance*

B.A. University of Colorado at Boulder.

**Ralph Faulkingham**

*Visiting Lecturer in Anthropology*

B.A. Wheaton College, M.A., Ph.D. Michigan  
State University.

**Lella Gandini**

*Lecturer in Italian Language and  
Literature*

A.B., M.A. Smith College.

**Paul F. Goldsmith**

*Lecturer in Astronomy*

A.B., Ph.D. University of California at  
Berkeley.

# John Turner Grayson

*Visiting Lecturer in Religion and Biblical Literature*

A.B. Atlantic Union College, B.D., A.M. Andrews University, S.T.M. Union Theological Seminary, M.Phil., Ph.D. Columbia University.

# George S. Greenstein

*Lecturer in Astronomy*

B.S. Stanford University, Ph.D. Yale University.

# Susan Grigg

*Lecturer in History and Director of the Sophia Smith Collection and the College Archives*

B.A. Oberlin College, M.A., Ph.D. University of Wisconsin.

# Gail Hall

*Visiting Lecturer in Sociology and Anthropology*

B.A. College of Wooster, Ph.D. Harvard University.

# Edward Robert Harrison

*Lecturer in Astronomy*

Fellow, Institute of Physics, England; Fellow, Royal Astronomical Society.

# Tamara Harsh

*Lecturer in Music*

B.Mus.Ed. Baldwin-Wallace College, M.M. Syracuse University.

# Ludwig Huber

*Hamburg Exchange Lecturer*

# William Michael Irvine

*Lecturer in Astronomy*

B.A. Pomona College, M.A., Ph.D. Harvard University.

# Richard Jones

*Lecturer in Dance*

B.A. Fisk University, M.A. New York University.

# Richard Joslin

*Lecturer in Art*

A.B., M.Arch. Harvard University.

# Lisa Kallet-Marx

*Visiting Lecturer in History*

B.A. University of Wisconsin at Madison, M.A. University of Colorado at Boulder.

# Robert M. Kallet-Marx

*Visiting Lecturer in History*

B.A. University of Colorado at Boulder, B.A. Wadham College, Oxford University.

# Erika Kates

*Visiting Lecturer in Public Policy*

B.Sc., A.A. Architectural Association, London, England, Ph.D. Brandeis University.

# Donald Katzner

*Visiting Lecturer in Economics*

B.A. Oberlin College, M.A., Ph.D. University of Minnesota.

# Susan G. Kleinmann

*Lecturer in Astronomy*

B.A. Trinity College, M.S., Ph.D. Rice University.

# Mark Kramer

*Writer in Residence (American Studies)*

B.A. Brandeis University, M.F.A. Columbia University.

# John Kwan

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# Mary Helen Laprade

*Lecturer in Biological Sciences and*

*Director of the Clark Science Center*

A.B. Wilson College, A.M., Ph.D. Radcliffe College.

# Jonathan N. Lipman

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# Elizabeth Loudon

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# Daphne Lowell

*Lecturer in Dance*

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# Patricia M. MacLachlan

*Lecturer in Education and Child Study*

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B.A. University of Montpellier, France, A.M. Smith College, M.S.W. University of Connecticut.

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**Margaret Mauldon**

*Lecturer in French Language and Literature*

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**Giuseppe Mazzotta**

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**Louisa McDonald**

*Visiting Lecturer in Art*

B.A., M.A., Ph.D. Stanford University.

**Judith Moran**

*Lecturer in Mathematics*

B.A., M.S. University of New Hampshire.

**Ruth Mortimer**

*Lecturer in Art and Curator of Rare Books*

A.B. Smith College, M.S. Columbia University.

**Richard H. Munson**

*Lecturer in Biological Sciences and Director of the Botanic Gardens*

B.S. Ohio State University, M.S., Ph.D. Cornell University.

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*Lecturer in Dance*

B.A. Antioch College, M.F.A. Smith College.

**Gordon L. Noseworthy**

*Lecturer in Education and Child Study*

B.A. McGill University, M.Ed. University of Massachusetts at Amherst, Ed.D. Moray House College of Education, Edinburgh.

**Barry O'Connell**

*Visiting Lecturer in American Studies*

B.A. Harvard College, M.A., Ph.D. Harvard University, A.M. (Hon.) Amherst College.

**Miho T. Ohno**

*Lecturer in Japanese Language and Literature*

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**Stephanie Palladino**

*Lecturer in Spanish and Portuguese Language and Literature*

**William Parker**

*Lecturer in Music*

B.A. Princeton University

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**Sean Redding**

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**Susan Skulsky**  
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**Ronald L. Snell**  
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**Russell Weigel**  
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**Cathy Weisman Topal**  
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**Jeanne Verdun**  
*Sèvres Visiting Lecturer*  
Agrégee de l'Université, University of Paris, France.

**Douglas Vickers**  
*Visiting Lecturer in Economics*  
B.Com. University of Queensland, Australia, B.Sc. University of London, M.A. University of Pennsylvania, Ph.D. University of London.

**Andrea Watkins**  
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B.A. Brigham Young University, M.A. George Washington University, Ph.D. Union of Experimenting Colleges and Universities, Union Graduate School.

**Hannah C. Wiley**  
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**Catherine Woronzoff-Dashkoff**  
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**Judith S. Young**  
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## Instructional Support Personnel

**Adrianne Andrews, M.A.**  
*Mendenhall Fellow*  
*Department of Sociology and Anthropology*

**Martha Batten, M.Ed.**  
*Practice Teaching Supervisor*  
*Department of Education and Child Study*

**Roberta Collard, Ph.D.**

*Research Associate in Psychology*

**Thomas Magnell, D.Phil.**

*Research Associate in Philosophy*

**George M. Robinson, Ph.D.**

*Research Associate in Psychology*

**Martha Teghtsoonian, Ph.D.**

*Research Associate in Psychology*

**Steven Trierweiler, Ph.D.**

*Research Associate in Psychology*

**Graham R. Kent, M.A.**

*Laboratory Instructor in Biological Sciences*

**Mary Murphy, M.A.T.**

*Laboratory Instructor in Mathematics*

**Virginia White, M.A.**

*Laboratory Instructor in Chemistry*

**Douglas MacIntire, B.A.**

*Laboratory Supervisor in Physics*

**Fu Haiyan**

*Assistant in Chinese*

**Asunción Horno-Delgado, M.A.**

*Assistant in Spanish and Portuguese*

**Reyes Lázaro, Licenciatura en Filosofía y Letras**

*Assistant in Spanish and Portuguese*

**Ann Pufall, B.A.**

*Assistant in Statistics, Psychology Department*

**Daniel Rist, M.F.A.**

*Technical Director, Theatre Department*

**Molly Jahnige Robinson, M.A.**

*Assistant in the Social Sciences*

**Robert Weir, M.A.**

*Assistant in History*

**Kevin Wilson, M.A.**

*Assistant in Architecture in Art*

**Deborah Anable, B.A.**

*Teaching Fellow in Biological Sciences*

**Lalita Bandyopadhyay, B.Sc.**

*Teaching Fellow in Biological Sciences*

**Wendy Boland, B.A.**

*Teaching Fellow in Biological Sciences*

**Marilyn Bradley, B.S.**

*Teaching Fellow in Exercise and Sport Studies*

**Darci Brown, B.F.A.**

*Teaching Fellow in Dance*

**Anne Carey, B.S.**

*Teaching Fellow in Dance*

**Susan Colodny, A.B.**

*Teaching Fellow in Exercise and Sport Studies*

**Nancy Feldman, B.S.**

*Teaching Fellow in Exercise and Sport Studies*

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*Teaching Fellow in Music*

**Julie Fraticelli, B.A.**

*Teaching Fellow in Education and Child Study*

**Laura Graf, B.S.**

*Teaching Fellow in Education and Child Study*

**Heidi Henderson, B.A.**

*Teaching Fellow in Dance*

**Janice Henderson, B.A.**

*Teaching Fellow in Education and Child Study*

**Anne Johansson, Graduate of Lundby Gymnasium**

*Teaching Fellow in Exercise and Sport Studies*

**Lisa Lebiecki, B.A.**

*Teaching Fellow in Education and Child Study*

**Denise Lynch, B.A.**

*Teaching Fellow in Dance*

**Patricia Manning, B.S.**

*Teaching Fellow in Exercise and Sport Studies*

**Lynda Ransdell, B.S.**

*Teaching Fellow in Exercise and Sport Studies*

**Bridget White, B.A.**  
*Teaching Fellow in Exercise and Sport Studies*

**Clifton Noble**  
*Teaching Fellow in Music*

**Charles Paquette, B.F.A.**  
*Teaching Fellow in Dance*

**Vikram Prabhu, B.Sc.**  
*Teaching Fellow in Biological Sciences*

**Lynda Ransdell, B.S.**  
*Teaching Fellow in Exercise and Sport Studies*

**Doris Ressler, B.A.**  
*Teaching Fellow in Dance*

**Roy Rudolph**  
*Teaching Fellow in Music*

**Katherine R. Shea, A.B.**  
*Teaching Fellow in Education and Child Study*

**Alissa Sheinbach, B.A.**  
*Teaching Fellow in Education and Child Study*

**Bridget White, B.A.**  
*Teaching Fellow in Exercise and Sport Studies*

## Administration

### Office of the President and the Board of Trustees

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*Secretary of the Board of Trustees*

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*Director*

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*Director*

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*Assistant Director for Office Automation*

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**William F. Barry**  
*Assistant Director for Systems Development*

### Office of Admission

**Lorna R. Blake, B.A.**  
*Director*

### The Athletic Department

**Lawrence A. Fink, Ed.D.**  
*Director*

### Career Development Office

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*Associate Director for Job and Internship Development*

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**Jefferson Hunter, Ph.D.**  
*Director*

### Center for Academic Computing

**Patricia Y. Miller, Ph.D.**  
*Director*

**Richard E. Parker, Ph.D.**  
*Director of Software Acquisition and Development*



## The Chapel

John W. Betlyon, S.T.M., Ph.D.  
*Director of the Helen Hills Hills Chapel and Protestant Chaplain*

Yechiael Elias Lander, B.H.L., M.A.  
*Jewish Chaplain*

## The Clark Science Center

Mary Helen Laprade, Ph.D.  
*Director*

## Office of Communication Systems

Lynn R. Goodhue, M.S.E.C.E.  
*Director*

## Office of the Dean of the College

Ann M. Burger, M.A.  
*Dean of the College*

Donald B. Reutener, Ph.D.  
*Dean of the Junior and Senior Classes*

Patricia C. Olmsted, A.B.  
*Dean of the Sophomore Class and Associate Dean for Intercollegiate Study*

Karen Pfeifer, Ph.D.  
*Dean of the Freshman Class*

Carol Weinberg, Ph.D.  
*Associate Dean for Student Affairs*

Jane Cowen Pafford, M.S.W.  
*Associate Dean for Student Activities*

Alice Smith, Ph.D.  
*Assistant to the Dean for Minority Affairs*

Hrayr C. Tamzarian, M.Ed.  
*Assistant Dean for International Students*

James Vincent Molloy  
*Director of Security*

## Office of the Dean of the Faculty

Frances Cooper Volkmann, Ph.D.  
*Dean of the Faculty*

Marilyn Schuster, Ph.D.  
*Associate Dean of the Faculty*

## Office of Development

Charlotte B. Heartt, A.B.  
*Director*

Jacqueline M. Sutor, A.M.  
*Associate Director*

## Dual Degree Programs in Liberal Arts and Engineering

Elaine M. Henshon, M.S.  
*Director*

## Office of Financial Aid

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*Director*

Myra Baas Smith, M.A.  
*Associate Director*

## Five College Cooperation

Conn Nugent  
*Five College Coordinator*

Jackie Pritzen, M.A.  
*Associate Five College Coordinator for Academic Programs*

Lorna M. Peterson, Ph.D.  
*Associate Coordinator for Planning and Program Development*

## Office of Graduate Study

Alan L. Marvelli, Ed.D.  
*Director*

## Health Services

Joan E. Morgenthau, M.D.  
*College Physician and Director of Health Services*

Andrew Mackey  
*Acting College Physician and Director of Health Services*

Ronald J. Blank, M.D.  
*College Psychiatrist and Coordinator of the Counseling Service*

Elinor P. Morton, R.N.C., B.S., A.N.P.  
*Coordinator of Nursing Service*

## The Library

Billie Rae Bozone, M.A.L.S.  
*College Librarian*

Norman D. Webster, M.L.S.  
*Director of Technical Services*

Ruth Mortimer, M.S.  
*Curator of Rare Books and  
Assistant Librarian*

Charles Roger Davis, M.S., Ph.D.  
*Bibliographer*

Elaine N. Miller, M.A.  
*Head of the Reference Department and  
Assistant Librarian*

Mary E. Courtney, M.L.S.  
*Head of the Circulation Department*

Karen J. Harvey, M.S.L.S.  
*Art Librarian*

David R. Vikre, M.A.L.S.  
*Science Librarian*

Marlene Wong, M.S.L.S.  
*Librarian, Werner Josten Library*

Susan Grigg, Ph.D.  
*Director of the Sophia Smith Collection and  
the College Archives*

## The Smith College Museum of Art

Charles Scott Chetham, Ph.D.  
*Director and Chief Curator*

Carol Yoshimine Webster, M.F.A.  
*Associate Director for Administration*

## Office of Planning and Research

Director  
*To be announced*

Sandra J. Price, A.B.  
*Assistant Director*

Crane J. Willemse  
*Project Administrator, Alumna Biography  
Project*

## Office of Public Relations

Director  
*To be announced*

Mary B. Reutener, A.B.  
*Associate Director*

Mary R. Katz, M.S.  
*Director of Publications*

Debra Bradley, A.B.  
*News Director*

## Office of the Registrar

Registrar  
*To be announced*

Tricia O'Neil, B.A.  
*Assistant Registrar*

## Smith Management Program

Susan C. Lowance, M.P.P.M.  
*Director*

Dolores M. Cifarelli, B.A.  
*Assistant Director for Administration*

## Office of the Treasurer

Larry C. Selgelid, M.S.  
*Treasurer*

Charles Loire Johnson, M.B.A.  
*Associate Treasurer*

Anthony M. Symanski, M.B.A.  
*Controller*

Paul M. Garvey, A.A.  
*Director of Dining Services*

Business Manager  
*To be announced*

William R. Johansen, M.S.  
*Director of the Physical Plant*

Richard H. Munson, Ph.D.  
*Director of the Botanic Gardens*

Jack W. Simpkin, B.S.  
*Director of Personnel Services*

## The Smith College Campus School

Raymond A. Ducharme, Jr., Ed.D.  
*Director*

## Standing Committees 1987-88

### Elected Committees

#### Committee on Academic Policy

The Dean of the Faculty, *Chair*  
(Frances C. Volkmann)

The Associate Dean of the Faculty,  
non-voting (Marilyn Schuster)

Johnella Butler (1988)

Jill de Villiers (1988)

\*\*Daniel Gardner (1988)

Gertraud Gutzmann (1989)

†Caroline Houser (1988)

Elizabeth Ivey (1989)

\*Alan Rudnitsky (1989)

Donald Robinson (1989)

Substitutes for the year:

Justina Gregory

Nola Reinhardt

Douglas Patey

#### Committee on College Planning and Resources

The President, *Chair*  
(Mary Maples Dunn)

Two Trustees

The Dean of the Faculty  
(Frances C. Volkmann)

The Associate Dean of the Faculty  
(Marilyn Schuster)

The Dean of the College  
(Ann Burger)

The Treasurer or Associate Treasurer  
(Larry Selgelid, Treasurer)

The Director of Development  
(Charlotte Heatt)

The Director of Planning and Research,  
Secretary (To be named)

The President of the Alumnae Association  
(Christina J. Eldridge)

The members of the Faculty Council  
(David Ball)

(Robert Burger)

(Philip Green)

(Elizabeth Ivey)

(Donald Robinson)

The President of the Student Government  
Association (Nancy Goldsmith)

The Past President of the Junior Class  
(Noriko Sato)

The President of the Junior Class  
(Keiko Matsudo)

The Chair of the Board of Trustees,  
ex officio (Euphemia Steffey)

#### Committee on Community Policy

Richard Briggs (1988)

Philip Green (1988)

\*\*Thomas Riddell (1989)

Marjorie Senechal (1989)

Donald Siegel (1989)

The Dean of the College  
(Ann Burger)

Three students:

The President of the Student Government  
Association (Nancy Goldsmith)

The President of the Student Senate  
(Lisa Lauterbach)

The Head of House Presidents  
(Nancy Erba)

Substitute for the year:

Elizabeth Spelman

#### Committee on Faculty Compensation and Development

The Dean of the Faculty, *Chair*  
(Frances C. Volkmann)

The Associate Dean of the Faculty  
(Marilyn Schuster)

Robert Averitt (1989)

Robert Burger (1988)

Frederick Leonard (1988)

\*\*Patricia Skarda (1989)

Charles Staelin (1989)

Substitute for the year:

John Connolly

#### Faculty Council

David Ball (1989)

Robert Burger (1988)

Philip Green (1988)

Elizabeth Ivey (1989)

Donald Robinson (1989)

## Committee on Grievance

Ann Jones (At Large) (1989)  
 Donald Wheelock (1989)  
 Virginia Hayssen (1989)  
 Michael Gorra (1988)  
 †Thomas Lowry (1988)  
 †Patricia Sipe (1988)  
 Alternates:  
 Quentin Quesnell (1989)  
 Robert Davis (1989)

## Committee on Tenure and Promotion

The President, *Chair*  
 (Mary Maples Dunn)  
 The Dean of the Faculty  
 (Frances C. Volkmann)  
 \*\*Mark Aldrich (1989)  
 David Ball (1989)  
 \*Alice Clemente (1989)  
 †Margaret Olivo (1988)  
 Helen Searing (1988)  
 Substitutes for the year:  
 Jean Higgins  
 Bruce Dahlberg  
 Malgorzata Zielinska-Pfabé

## Alumnae Association

### Officers

*President*  
 Christina Janson Eldridge  
 44 Masterton Road  
 Bronxville, NY 10708

*Vice President*  
 Susan Dunn Marshall  
 500 Kalmia Drive  
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*Clerk*  
 Sandra L. Vivian  
 22 Dickinson Street  
 Northampton, MA 01060

*Treasurer*  
 Pamela Smith Henrikson  
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 Wellesley Hills, MA 02181

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 Bloomington, IN 47401

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## The Alumnae Office

*Executive Director*  
 Nancy Cook Steeper

*Associate Director*  
 Rosemary O'Connell Offner

*Alumnae Fund Director*  
 Norma Fitts Kellogg



*Director, Alumnae  
Information Systems*  
**Louise Cooney Whittier**

*Clubs Adviser*  
**Joan MacRae Ames**

*Editor of Publications*  
**Helen Rogerson Haddad**

*Controller*  
**Susan M. Canedy**

## **Presidents of Smith Clubs**

**Arizona**  
*Phoenix*  
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4218 E. St. Joseph Way  
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*Tucson*  
**Megan E. Miller**  
5110 East Woodgate Lane  
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*Southern California League  
Los Angeles*  
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**Connecticut**  
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# CLASS SCHEDULE

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Mon.	Tues.	Wed.	Thurs.	Fri.
8-9:10 a.m. A	8-9:20 a.m. G			A
9:20-10:30 a.m. B	9:30-10:50 a.m. H		G	B
10:40-11:50 a.m. C	11-11:50 a.m. J		H	C
12 noon				
1-2 p.m. D	1-2:50 p.m. K		1-2:50 p.m. M	D
2:10-3 p.m. E	3-4:50 p.m. L		3-4:50 p.m. N	E
3:10-4 p.m. F				F
7:30-9:30 p.m. W*	**	7:30-9:30 p.m. X*	7:30-9:30 p.m. Y*	**

\*A three-hour laboratory session scheduled in block W, X, or Y runs from 7 to 10 p.m.

\*\*Reserved for activities and events.



Smith College  
Northampton, Massachusetts 01063

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## 1988–1989 Catalogue



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Northampton, Massachusetts 01063

SMITH COLLEGE BULLETIN

Smith College admits students of any race, color, creed, handicap, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. The college does not discriminate on the basis of race, color, creed, handicap, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

## SMITH COLLEGE BULLETIN

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All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.



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## 1988–1989 Catalogue

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Smith College  
Northampton, Massachusetts 01063

SMITH COLLEGE BULLETIN





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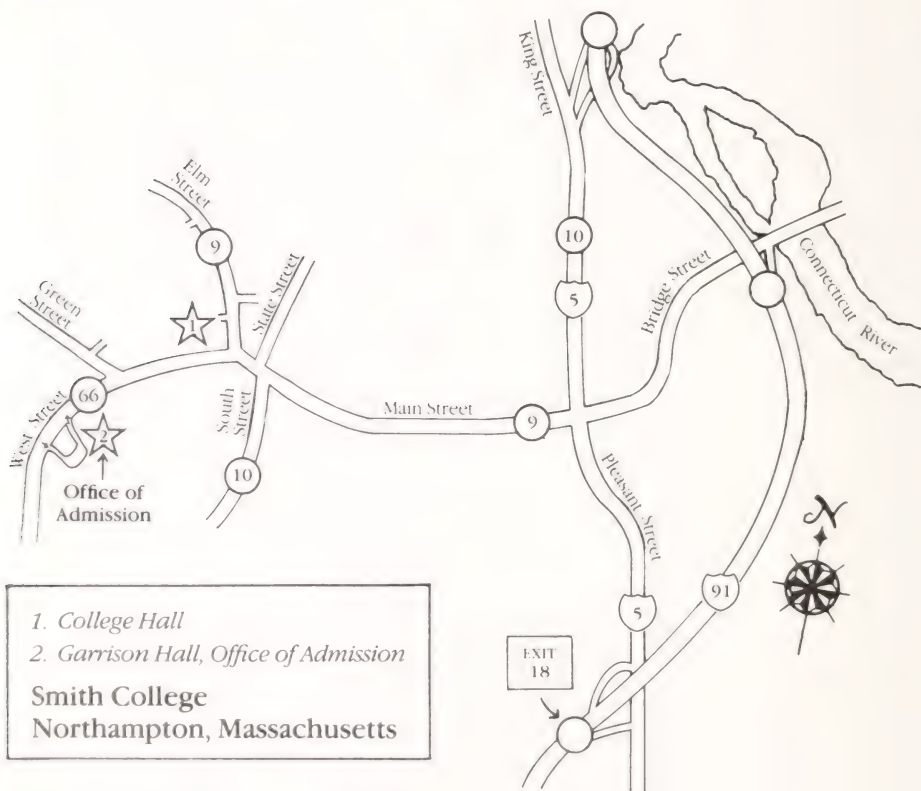


## How to Get to Smith

**By Bus:** Peter Pan and Continental Trailways serve the area. The bus station is four blocks from the Office of Admission, and taxis are available at the station.

**By Air:** Bradley International, 38 miles from Northampton, is the nearest airport.

**By Car:** Northampton is on Route I-91. Take Exit 18. Follow Route 5 into the center of town and turn left onto Route 9. Just past the next set of lights, bear left onto Route 66 (West Street). The Office of Admission (Garrison Hall) is the third building on your left.



Smith College is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

# Inquiries and Visits

Smith College  
Northampton, Massachusetts 01063  
(413) 584-2700

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 2, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, or interview.

## Admission

Lorna R. Blake, *Director*  
Garrison Hall, 42 West Street  
(413) 584-0515

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon.

## Financial Aid and Campus Jobs for Undergraduates

Anne F. Keppler, *Director of Financial Aid*  
College Hall 2, 10, and 12  
(800) 221-2579, January 18–July 15  
(Monday–Thursday, 2 to 9 p.m. Eastern Time, Friday 2–6 p.m.)

Members of the Office of Financial Aid staff are happy to answer questions about any aspect of financial aid and student assistance.

## Payment of Bills

Anthony Symanski, *Controller*  
College Hall 9

## Academic Standing

Ann M. Burger, *Dean of the College*  
College Hall 21

Karen Pfeifer, *Dean of the First-Year Class*  
College Hall 23

Patricia C. Olmsted, *Dean of the Sophomore Class and Associate Dean for Intercollegiate Study*  
College Hall 23

Margaret S. Zelljadt, *Dean of the Junior and Senior Classes*  
College Hall 23

## Student Affairs

Carol Weinberg, *Associate Dean*  
College Hall 24

## Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*  
Drew Hall

## Medical Services and Student Health

Joan Morgenthau, *College Physician and Director of Health Services*  
Elizabeth Mason Infirmary, 69 Paradise Road

## Transcripts and Records

Tricia O'Neil, *Acting Registrar*  
College Hall 6

## College Relations

M. Janet McNeill, *Director*  
Pierce Hall 28

## Development

Charlotte B. Heartt, *Director*  
Clark House

## Graduate Study

Alan L. Marvelli, *Director*  
College Hall 3

## School for Social Work

Ann Hartman, *Dean*  
Lilly Hall

## Alumnae Association

Nancy C. Steeper, *Executive Director*  
Alumnae House  
(413) 584-2985

# Academic Calendar, 1988-89

The calendar for the academic year consists of two semesters separated by a three-week interterm in January. Each semester allows for 13 weeks of classes followed by approximately three days for pre-examination study and a four-day examination period.

## September

S	M	T	W	T	F	S
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## November

S	M	T	W	T	F	S
			1	2	3	4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## First Semester

Sunday, September 4, 9 a.m.—Houses open for entering students

Sunday, September 4, 7:30 p.m.—Meeting of the class of 1992

Monday, September 5, 1 p.m.—Houses open for transfer, visiting, and exchange students

Tuesday, September 6, 10 a.m.—Houses open for returning students

Wednesday, September 7, 7:30 p.m.—Opening convocation

Thursday, September 8, 8 a.m.—Classes begin

To be announced by the president—Mountain Day (holiday)

Saturday, October 15–Tuesday, October 18—Autumn recess

Monday, November 14–Friday, November 18—Preregistration for the second semester

Wednesday, November 23–Sunday, November 27—Thanksgiving recess

Wednesday, December 14—Last day of classes

Thursday, December 15–Sunday, December 18—Pre-examination study periods

Monday, December 19–Thursday, December 22—Midyear examinations

Friday, December 23–Sunday, January 8—Winter recess

**January**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Interterm Period**

Monday, January 9 through Friday, January 27, 1989

The January Interterm is a period for reading, research, and concentrated study for both students and faculty. Libraries, the language laboratory, practice rooms, and sports facilities are open; research laboratories, art studios, and other facilities remain open at the discretion of the departments concerned. Faculty, students, and staff offer a full schedule of courses, seminars, trips, and conferences in academic and nonacademic subjects. Students are not required to be in residence, and no academic credit is granted for work done at Smith or elsewhere during this period.

**Second Semester**

Sunday, January 29, 7:30 p.m.—All-college meeting

Monday, January 30, 8 a.m.—Classes begin

Wednesday, February 22—Rally Day exercises  
(all classes canceled)

**February**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

**March**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Saturday, March 18–Sunday, March 26—Spring recess

**April**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Wednesday, April 12–Friday, April 21—Preregistration for the first semester of 1989–90

Friday, April 14–Sunday, April 16—Parents' Weekend

**May**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Friday, May 5—Last day of classes

Saturday, May 6–Monday, May 8—Pre-examination study period

Tuesday, May 9–Friday, May 12—Final examinations

Sunday, May 21—Commencement





## History of Smith College

Smith College began over a hundred years ago in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith. The sole inheritor of a large fortune at the age of 65, Sophia Smith concluded, after much deliberation and advice, that by leaving her inheritance for the founding of a college for women she could best fulfill a moral obligation, expressed as follows in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisaged by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have

the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and a faculty of six under the presidency of Laurenus Clark Seelye. Its small campus was planned so as to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street; for study and worship students used the town's well-endowed public library and various churches. Students lived not in a dormitory but in a "cottage," where life was more familial than institutional. Thus began the "house" system to which, with some modifications, the college adheres even today. In its main lines, the educational policy of the new college, laid down in President Seelye's inaugural address, is still valid: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum that included not only the humanities but also the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to over \$3,000,000, its faculty to 122, its student body to 1,635, its buildings to 35. These buildings included Alumnae Gymnasium, site of the first basketball game played by women and also the original part of what later became the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country. The college continued to grow under President Seelye's successor, Marion LeRoy Burton, who did much to improve the business methods of the administration.

When William Allan Neilson became president in 1917, Smith was one of the largest women's colleges in the world. President Neilson shrewdly set out to develop the advantages associated with large academic institutions, while maintaining those characteristic of small ones. Under his leadership the size of the faculty continued to increase and the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge later complemented by the more intensive study of a major subject. An honors program was instituted, as were interdepartmental majors in science, landscape architecture, and theatre. More college houses were built, mainly in the Georgian complex called "the Quad," so that every member of the student body could live on campus. And the School for Social Work, a coeducational graduate program, was founded.



President Neilson's great achievement lay in making Smith College not only one of the leading colleges in the United States, whether for men or women, but also in developing it as an institution international in its distinction and its concerns. Himself a Scotsman, married to a highly educated German woman, President Neilson transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought to the college an influential procession of exiled or endangered foreign teachers, scholars, lecturers, and artists. Meanwhile Smith students went to study in France, Italy, and Spain, as long as peace lasted, on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson's retirement in 1939, just before the outbreak of World War II, was followed by a year's interregnum during which an alumna trustee, Elizabeth Cutter Morrow, served as acting president. In 1940 an English scholar, Herbert Davis, took office as Smith's fourth president and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already in World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt, a replica of whose chateau gates are now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. From 1942 to 1945 a summer term was added to the college calendar so some students could graduate more quickly and go on to government, hospital, or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character: refugees came to lecture, to teach, to study; foreign films were shown regularly in Sage Hall—a practice to which a generation of students would owe their sensitivity both to other cultures and to an important new art. President Davis's administration was marked by an intensification of academic life, a reflection of his belief that serious study was a way of confronting the global threat to civilization.

By 1949, when Benjamin Fletcher Wright came from Harvard to become Smith's fifth president, the college had resumed its regular calendar and had seen the completion of several much-needed building projects, among them a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom.

In 1950 the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, with the completion of the Helen Hills Chapel, Smith acquired its own place of worship. The early 1950s were not, though, easy years for colleges, since McCarthyism bred a widespread suspicion of any writing or teaching that might



seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed unusual courage and statesmanship. His achievements owed a great deal to the financial and moral support of Smith's alumnae, whose Alumnae Association was by now the most devoted and active body of its kind in the country. Before President Wright's term ended, the college received a large gift for the construction of a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. As the 1960s wore on, social and cultural changes stirred the college profoundly, and a series of powerful movements perturbed the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. More varied educational experiences were made available to Smith undergraduates as cooperation between Smith and its neighbors—Amherst, Hampshire, Mount Holyoke, and the University of Massachusetts—was extended, and along with other private colleges in the Northeast, Smith developed the Twelve College Exchange Program. To the Smith campus were added buildings with the most modern facilities for the study of the natural sciences, performing arts, and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

During the 1960s a number of political and social movements—the civil rights movement, the students' rights movement, and the anti-war movement—broke in waves over many of the country's universities and colleges, including Smith. During this period Smith was very fortunate, thanks largely to the wisdom, tact, and humor of President Mendenhall, and the college emerged from the 1960s with a more precise awareness of student needs and a sense of social responsibility that was both active and practical.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men as candidates for degrees and Yale, Princeton, and Dartmouth to accept women, some members of the Smith community started to wonder whether it, too, should not become coeducational. In 1971, after studying the question in detail, a committee drawn from the board of trustees, the faculty, the administration, the student body, and the alumnae association came to the conclusion that admitting men as candidates for the Smith degree would detract from the principal purposes of the college, which had been, and remained, provision of the best possible education for women.

In the late 1960s and early 1970s another movement—the women's movement—was gathering momentum. This was to have a profound effect on

American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by a major renovation and expansion of Neilson Library, evidence of Smith's undiminished concern with the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the conventional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. During President Conway's administration the Career Development Office was expanded to better counsel Smith women, both as undergraduates and as alumnae, about career opportunities and graduate training. In recognition of the rapidly growing emphasis on fitness and athletics for women, the Ainsworth Gymnasium was built and ground was broken for new indoor and outdoor track and tennis facilities. Mrs. Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton, and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, the religious and ethnic composition of Smith's student body had changed a great deal. During its early decades that body had been overwhelmingly Protestant. By the 1970s, however, Roman Catholic and Jewish college chaplains were well established alongside the Protestant chaplain, reflecting students' diverse spiritual needs. Today other faiths and minority groups, too, are well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

The college under the guidance of President Dunn continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, today a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses having their own common and dining rooms, a happy survival of the founders' "cottage" plan. The faculty is still composed of both men and women, thus exemplifying a professional community in which the two sexes work with and respect each other. The teaching is still as challenging as it is at the best men's or coeducational colleges. And while Smith's curriculum responds to the new intellectual needs of today's young women—offering majors or interdepartmental programs in computer science, women's studies, neuroscience, film studies, Latin American studies, East Asian studies, history of the sciences, and other emerging fields—courses in the core disciplines of the humanities, arts, and sciences continue to flourish. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

## The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.  
*Psychology*  
1927-32

G. Antonio Borgese, Ph.D.  
*Comparative Literature*  
1932-35

Sir Herbert J. C. Grierson, M.A., LL.D.,  
Litt.D.  
*English*  
Second semester, 1937-38

Alfred Einstein, Dr. Phil.  
*Music*  
First semester, 1939-40; 1949-50

George Edward Moore, D.Litt., LL.D.  
*Philosophy*  
First semester, 1940-41

Karl Kelchner Darrow, Ph.D.  
*Physics*  
Second semester, 1940-41

Carl Lotus Becker, Ph.D., Litt.D.  
*History*  
Second semester, 1941-42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)  
*Botany*  
1942-43

Edgar Wind, Ph.D.  
*Art*  
1944-48

David Nichol Smith, M.A., D.Litt.  
(Hon.), LL.D.  
*English*  
First semester, 1946-47

David Mitrany, Ph.D., D.Sc.  
*International Relations*  
Second semester, 1950-51

Pieter Geyl, Litt.D.  
*History*  
Second semester, 1951-52

Wystan Hugh Auden, B.A.  
*English*  
Second semester, 1952-53

Alfred Kazin, M.A.  
*English*  
1954-55

Harlow Shapley, Ph.D., LL.D., Sc.D.,  
Litt.D., Dr. (Hon.)  
*Astronomy*  
First semester, 1956-57

Philip Ellis Wheelwright, Ph.D.  
*Philosophy*  
Second semester, 1957-58

Karl Lehmann, Ph.D.  
*Art*  
Second semester, 1958-59

Alvin Harvey Hansen, Ph.D., LL.D.  
*Economics*  
Second semester, 1959-60

Philippe Emmanuel Le Corbeiller,  
Dr.-ès-Sc., A.M. (Hon.)  
*Physics*  
First semester, 1960-61

Eudora Welty, B.A., Litt.D.  
*English*  
Second semester, 1961-62

Dénes Bartha, Ph.D.  
*Music*  
Second semester, 1963-64

Dietrich Gerhard, Ph.D.  
*History*  
First semester, 1967-68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.),  
D.Pharm. (Hon.)  
*Chemistry*  
Second semester, 1967-68

Wolfgang Stechow, Dr. Phil., L.H.D.,  
D.F.A. (Hon.)  
*Art*  
Second semester, 1968-69

Robert A. Nisbet, Ph.D.  
*Sociology and Anthropology*  
First semester, 1971-72

Louise Cuyler, Ph.D.  
*Music*  
Second semester, 1974-75



Herbert G. Gutman, Ph.D.  
*American Studies*  
 1977-78

Renée C. Fox, Ph.D., Litt.D. (Hon.)  
*Sociology and Anthropology*  
 First semester, 1980-81

Auguste Anglès, Docteur ès Lettres  
*French*  
 First semester, 1981-82

Victor Turner, Ph.D.  
*Religion and Biblical Literature*  
 First semester, 1982-83

Robert Brentano, D.Phil.  
*History*  
 First semester, 1985-86

Germaine Brée, Ph.D.  
*Comparative Literature*  
 Second semester, 1985-86

Carsten Thomassen, Ph.D.  
*Mathematics*  
 First semester, 1987-88

## The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their longstanding devotion to Smith College, has been held by the following distinguished scholars:

Charles Mitchell, M.A.  
*Art History*  
 1974-75

Felix Gilbert, Ph.D.  
*History*  
 1975-76

Giuseppe Billanovich,  
 Dottore di Letteratura Italiana  
*Italian Humanism*  
 Second semester, 1976-77

Jean J. Seznec, Docteur ès Lettres  
*French*  
 Second semester, 1977-78

Hans R. Guggisberg, D.Phil.  
*History*  
 First semester, 1980-81

Alistair Crombie, Ph.D.  
*History of Science*  
 Second semester, 1981-82

John Coolidge, Ph.D.  
*Architecture and Art History*  
 Second semester, 1982-83

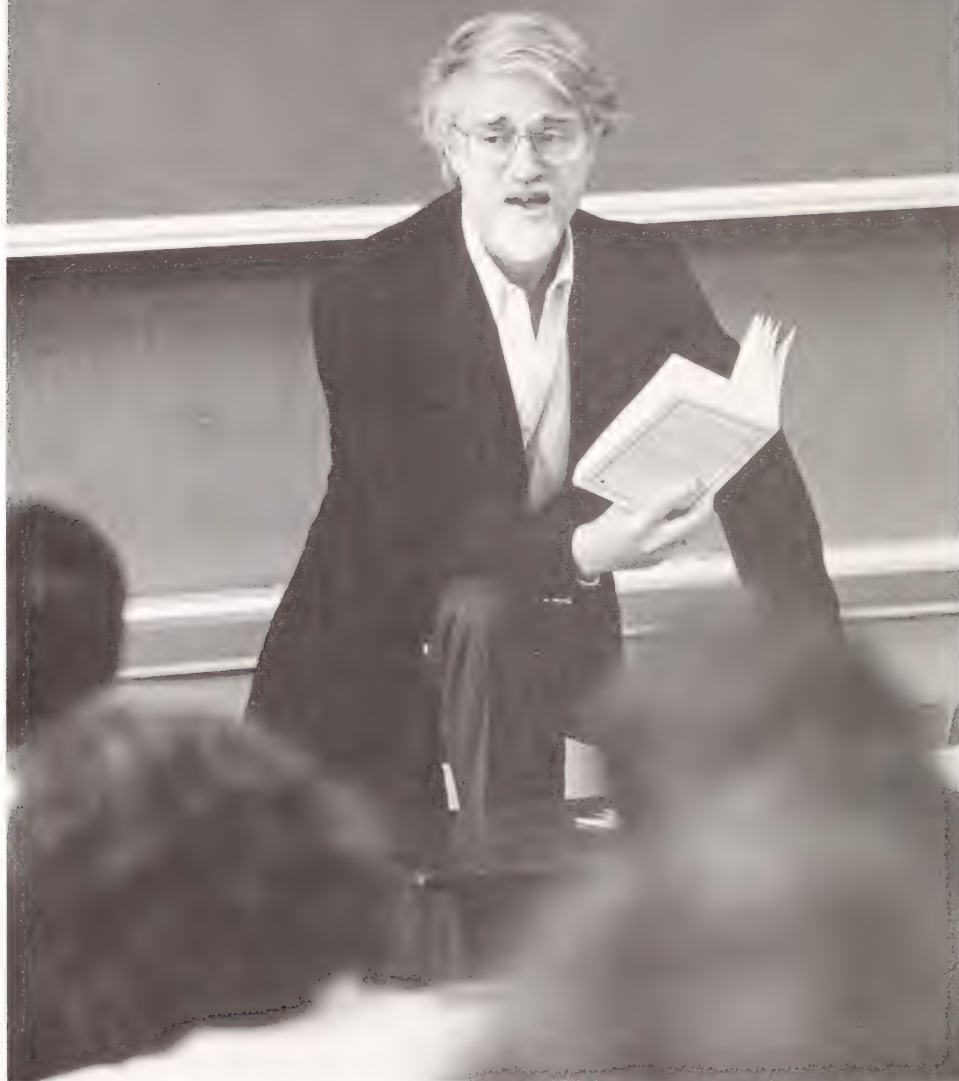
Howard Mayer Brown, Ph.D.  
*Music*  
 First semester, 1983-84

Hendrik W. van Os, Ph.D.  
*Art*  
 First semester, 1987-88



It never sells out and sees for adversity, but  
race where that immortal gasland is to be run for  
and heat."

- Milton Arcepsigata



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# The Academic Program

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## The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present, and future. Therefore, we recommend that students pursue studies in the major fields of knowledge:

*Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience, and plays a central role in the development of culture;

*Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy, and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

*Social science*, because it offers a systematic and critical inquiry into human nature, social institutions, and human relationships;

*Natural science*, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

*Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

*The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;

*A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture, and makes possible communication outside one's own society; and

*Exercise and sport studies*, because they provide opportunities for recreation, health, and the development of skills for the complete person.

The diversity of student interests, aptitudes, and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study that would implement these goals and be appropriate for every student. The requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

## The Major

A student's program requires from 36 to 48 credits in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	History
Anthropology (in the Department of Sociology and Anthropology)	Italian Language and Literature
Art	Mathematics
Astronomy	Music
Biological Sciences	Philosophy
Chemistry	Physics
Classical Languages and Literatures	Political Science (see Government)
Dance	Portuguese (see Spanish and Portuguese)
Economics	Psychology
Education and Child Study	Religion and Biblical Literature
English Language and Literature	Russian Language and Literature
French Language and Literature	Sociology (in the Department of Sociology and Anthropology)
Geology	Spanish and Portuguese
German Language and Literature	Theatre
Government	

Interdepartmental majors are offered in the following areas:

American Studies	Computer Science
Ancient Studies	East Asian Studies
Biochemistry	Latin American Studies
Comparative Literature	Medieval Studies
	Women's Studies

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by at least two departments, subject to the approval of the Committee on Academic Policy.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors, or certificates.

## The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Logic
Engineering	Marine Sciences
Ethics	Neuroscience
Film Studies	Political Economy
History of the Sciences	Public Policy
International Relations	Third World Development Studies
Jewish Studies	Urban Studies
Latin American Studies	Women's Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from different departments. Approval must be granted by each of the departments concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the junior and senior classes. Student-designed minors must differ substantially from existing minors.

## Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies, international relations, and Latin American studies require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

## Advising

### Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The first-year class dean assigns a premajor faculty adviser to



each first-year student, matching her expressed interests to the adviser's academic expertise. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

### **Minor Advisers**

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

### **Premedical and Prehealth Professions Advising**

Students who wish to prepare for a career in medicine have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for medical schools.

Students interested in a premedical or other health-related program should consult one of the advisers (see p. 141) as early as possible in their college careers.

### **Prelaw Advising**

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

### **Engineering Advising**

Students who are interested in engineering should consult the director of the Dual Degree Programs in Liberal Arts and Engineering. More information about the programs can be found on pp. 18–19.

## Academic Honor System

In 1944, the students of Smith College voted to establish an academic honor system in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

## Special Programs

### Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions must be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of the final four semesters of degree work, must be completed in residence at Smith College in Northampton. Up to 12 summer-school credits may be counted toward the degree. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit.

### The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Many women who choose not to start or finish college directly after high school wish to return later to earn a degree. The Ada Comstock Scholars Program provides various options for such women: reduced course loads, individually arranged housing, special academic advising, and career counseling. We offer financial aid to each woman with demonstrated need. Ada Comstock Scholars bring with them their life experiences, relating these to their academic pursuits. Their participation enhances classroom study for all undergraduates.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital and parenting circumstances, socioeconomic status, and involvement in campus life after she enrolls at Smith. Each has a high level of ability (not necessarily shown previously in school) and strong motivation to finish her college education despite the demands of a complicated personal life. This widely disparate group of women contributes vigor, varied perspectives, intellectual abilities, and enthusiasm to all aspects of Smith life. We work to help them achieve their goals by offering special orientation programs, holding social functions tailored to their preferences, and arranging "big sisters"

for new students. The full range of Smith courses, majors, minors, and programs is open to Ada Comstock Scholars.

Some Adas take one course per semester, while others take as many as five. We consider three or more courses to be a full-time program. With the exception of the course load, Ada Comstock Scholars complete the same program of studies, meet the same requirements, and have available to them the same facilities and services as other undergraduates. The basic college requirements for all students for the degree include the completion of 128 credits, at least 64 at Smith, with a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. At least 32 of the Smith credits must be earned during junior and senior years. At least 64 credits must be outside the major.

For information about how to apply, see Admission, p. 77. Information about expenses and how to apply for aid can be found in the chapter titled Fees, Expenses, and Financial Aid. For more information about the Ada Comstock Scholars Program, contact Eleanor Rothman, director of the Ada Comstock Scholars Program, at (413) 585-3090.

### **Community Auditing: Nonmatriculated Students**

Members of the local community are welcome to audit a lecture course at Smith on a space-available basis with the permission of the instructor. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. There is a \$10 fee for each lecture course (\$75 for performance and language courses; studio art courses are not available). Auditors are invited to attend classes, but they do not participate in other aspects of college life.

### **Engineering**

The Smith College Dual Degree Programs in Liberal Arts and Engineering, in conjunction with the University of Massachusetts College of Engineering, offers a unique opportunity for the integration and concurrent study of courses in liberal arts and engineering. Smith's programs offer both a comprehensive five-year curriculum leading to the Smith A.B. and the university B.S. in engineering, and a course of study leading to the Smith A.B. and the university M.S. The M.S. degree from the university will usually require 1½–2½ years of study beyond graduation from Smith. The student also has the option of seeking an interdepartmental minor in engineering from Smith. Alternatively, a student can simply incorporate engineering courses into her Smith program without seeking the minor or a second degree.

The student must complete all the usual requirements for a Smith A.B. degree. Ordinarily, she chooses a major in a field of scientific study that complements her engineering interests. In the second or third year, a balance of liberal arts and



engineering courses will be developed in close conjunction with the program advisers at both Smith and the university.

The College of Engineering offers majors in chemical, civil, electrical and computer, and mechanical engineering, and in industrial engineering operations research. There are programs in each of these departments leading to more intensive study in such areas as the environment, alternative energy sources, management, and health care delivery.

There is an academic adviser at Smith for these programs.

### **Five College Interchange**

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire, and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student.

### **Departmental Honors Program**

A departmental honors program allows a student with a strong academic background to work with greater independence and in more depth in the field of her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars.

Normally, the minimum standard for eligibility is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major through the junior year. Only Smith College, Five College, and Smith College Junior Year Abroad grades are counted. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the junior and senior classes, acting chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the junior and senior classes.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.



## **Independent Study and Internships**

Juniors and seniors, with the approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, may be granted a maximum of 16 credits for independent study. Applications should be forwarded to the dean of the junior and senior classes, acting as chair of the subcommittee. Normally this study will be pursued on the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their faculty sponsor(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, qualified sophomores, juniors, and seniors may be granted a maximum of eight credits for approved, supervised, on-campus or off-campus internships or other work related to the student's academic program.

No more than 16 credits may be awarded for any combination of internships and independent study. The deadline for submission of proposals for independent study and internships is December 10 for a second-semester program and May 10 for a first-semester program.

## **Smith Scholars Program**

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply for admission to the program at any time between December 1 of her sophomore year and April 1 of her junior year. The student submits to the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a statement of her program and project, two supporting recommendations from instructors who have taught her in class, and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s), and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

Advisers are expected to submit to the subcommittee, each semester, evaluations of the student's progress. The subcommittee will review these evaluations

and may ask a student to withdraw from the Smith Scholars Program and resume a normal course program if the special project is not progressing well.

The student's record for the period she is in the program will include grades in whatever courses she has taken, her advisers' evaluations of her performance, and the subcommittee's recommendation with respect to her degree.

## Study Abroad Programs

All applications for study abroad, whether for Smith or non-Smith programs, must be filed with the Committee on Study Abroad by February 1.

Students who participate in the Smith College Junior Year Abroad Programs and other affiliated study abroad programs listed here are not considered on leave of absence. However, the year elsewhere does not count toward the required two years in residence in Northampton.

### Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines the opportunity for study, research, and residence in foreign countries. There are four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence), and Switzerland (Geneva). Students from Smith and other colleges as well are accepted for the programs. The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art, and theatre of each country; meetings are arranged with outstanding scholars, writers, and leaders. During the academic year students live with local families, in student dormitories, or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Participation in each program spans a full academic year; students are not accepted for a single semester.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. Details of group procedures are worked out with student committees, the social regulations in each case adapted to the customs of the country. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates with strong academic records and with sufficient language training are selected each year to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. A Smith honors candidate should consult the director of honors in her department before applying to go abroad. In some departments students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year. The selection of members for each group is determined by a special faculty committee.

For the programs in Florence, Hamburg, and Paris, the comprehensive fee covering tuition, room, and board is the same as the comprehensive fee for the year's study in Northampton. For the Geneva program the comprehensive fee covers tuition and room only; meal costs are assumed by the student. Travel and incidental expenses vary according to individual tastes and plans.

In the case of a student's withdrawal from a Junior Year Abroad Program during the course of the year, it is the policy of the college to refund only those payments for board and room subject to cancellation by the director. Tuition charges for the year are not refundable.

**Florence.** The year in Florence begins with a month of intensive work in the Italian language. Classes in art history, literature, and history are also given as preparation for the more specialized work of the academic year. In October the students are matriculated at the university together with Italian students. Students may elect courses offered especially for Smith by university professors, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature, and history; other fields of study include music, religion, government, philosophy, and comparative literature. The students live in private homes selected by the college. The minimum language requirement is normally two years of college Italian.

**Geneva.** The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international law, comparative literature, anthropology, psychology, American studies, history of art, and religion. Students are fully matriculated at the University of Geneva and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include the faculty of psychology and education that continues the work of Jean Piaget, the rich holdings of the museums of Geneva in Western and oriental art, as well as a distinguished range of course offerings in theology and the study of classical antiquity.



Students in the program attend a preliminary session of intensive language training in Paris (from early September until mid-October). The academic year in Geneva begins in late October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. Normally the minimum language requirement is at least two years of college French.

**Hamburg.** The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the university and special tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, history, mathematics, music history, philosophy, physics, psychology, religion, and sociology. The minimum language requirement is normally two years of college German.

**Paris.** The program in France begins in Aix-en-Provence, where a five-week period is devoted to intensive work in the language, supplemented by courses, lectures, and excursions to several Provençal sites and to the Riviera. In mid-October, at the opening of the French academic year, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the French University; for example, art history at the Institut d'Art et d'Archéologie; studio art at the École des Beaux Arts; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion, and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students, sometimes in conjunction with lectures at the Collège de France or the École des Hautes Études. The students live in private homes selected by the college. The minimum language requirement is normally two years of college French.

### **Affiliated Study Abroad Programs**

In addition to the college's four programs listed above, students may participate in any of several other programs with which the college has formal affiliation.

**Programa de Estudios Hispánicos en Córdoba.** Smith College is one of seven institutions affiliated with the Programa de Estudios Hispánicos en



Córdoba in Spain. Córdoba is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries, and the social and political movements of the nineteenth and twentieth centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese. Applications are due no later than February 1.

**The Junior Year in Leicester, England.** A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university residence halls and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the university's faculty serves as adviser to Smith College students.

**Intercollegiate Center for Classical Studies in Rome.** Smith College is one of a number of American colleges and universities to participate in this center. Qualified majors in classics, ancient studies, and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek.

Interested students should consult the Department of Classical Languages and Literatures.

**Cooperative Russian Language Program.** Through Smith's affiliation with the Council on International Educational Exchange, Smith College students who have the requisite language background, normally a minimum of two years of college-level Russian, may apply for a semester or year's study at Leningrad State University. Interested students should consult the Department of Russian Language and Literature.

**The Associated Kyoto Program.** Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Interested students should consult Taitetsu Unno, Professor of Religion and of East Asian Studies.

## Independent Study Abroad

Students who wish to study abroad in programs other than those mentioned above, and those who wish to study independently at a foreign university, should consult the associate dean for intercollegiate study. A list of previously approved study abroad programs and institutions is available in the class deans' office. Additional programs or institutions will be considered for provisional approval through application to the Committee on Study Abroad.

All applications for provisional approval should be submitted no later than February 1. The minimum requirements for approval are an overall average of 3.0 (B) and at least one year of the language of the country in which the program or university is located.

**Study Abroad in the Third World.** There are increasing opportunities for Smith students to spend a semester or a year in one of the less developed countries of Africa, the Americas, or Asia. Such an experience, even if not related to the student's major, can be extremely rewarding. The college has approved students' participation in programs in Colombia, Costa Rica, Egypt, India, Israel, Mexico, Senegal, Sierra Leone, and Taiwan. Interested students should consult the guidebooks and information on file in the class deans' office.

## Other Off-Campus Study Programs

### Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of the following institutions: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean. Application forms are available in the class deans' office and must be filed by March 1 preceding the year away from Smith College.

### Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to a limited number of students with a minimum 2.5 average and is intended primarily for the junior year. Only in exceptional cases will requests for a one-semester exchange be approved. Normally, students participating in the program may not transfer to the host institution at the end of their stay there.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College, or, in the case of sophomores who have not yet declared a major, the class dean.

Application forms are available through the class deans' office.

### **Pomona-Smith Exchange**

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible. Applications are available in the class deans' office.

### **Jean Picker Semester-in-Washington Program**

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on pp. 234–235.

### **Internship at the Smithsonian Institution**

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on p. 105.



## Graduate Study

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**A**t Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members, and access to superb facilities. Each year about 100 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal delight, or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Fine Arts (Department of Dance), Master of Education, Master of Education of the Deaf, and Master of Science in Exercise and Sport Studies, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

### Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the



department concerned. Applicants to all programs who wish to be considered for financial aid must submit all required application materials, including financial aid forms, before March 1 of the spring preceding registration. Applications for the Diploma in American Studies program must be received on or before February 1 of the proposed year of entry into the program; applications for the Master of Fine Arts program in dance must be received on or before March 1 of the proposed year of entry into the program; applications for the Master of Education of the Deaf program must be received on or before April 1 of the proposed year of entry into the program. Other applicants are also urged to present their credentials in the spring but may apply as late as July 31 for first semester. The deadline for second-semester applications is December 15. Applicants must submit their credentials in duplicate and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and scores from either the Graduate Record Examination or the Miller Analogies Test. Candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College admits male and female graduate students of any race, color, creed, handicap, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. The college does not discriminate on the basis of race, color, creed, handicap, sex, or national origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other programs for graduate students administered by the college.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, the college is committed to creating a community in which a diverse student population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, regardless of economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs.

## **Residence Requirements**

Students who are registered for a graduate degree program at Smith College are considered to be in residence. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire, or Mount Holyoke College or the University of Massachusetts. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree must be completed within a period of four years. During this period a continuation fee of

\$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

## Degree Programs

### Master of Arts

Applicants to the Master of Arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B—, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the departments of art, history, physics, psychology, and sociology,

which occasionally accept M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

**Biological Sciences.** Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. We offer opportunities for advanced study and research in a wide variety of specializations within the department.

**Education and Child Study.** At least three semester courses in education above the introductory level should be included in an applicant's undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a or b and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and should submit scores for either the Miller Analogies Test or the Graduate Record Examination.

**French.** Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their applications a long paper in French.

**Italian.** Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature, or a subject related to Italian studies, such as art, history, or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

**Music.** Candidates should have had at least nine semester courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French, or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The Master of Arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in prepa-



ration of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

**Philosophy.** A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

**Religion.** Admission will normally be limited to qualified applicants whose personal circumstances (family, job, or the like) require them to reside within commuting distance of Smith College. A candidate should have completed undergraduate studies in religion or in related fields such as can satisfy the department that he or she has the competence for graduate work in religion. *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

**Theatre.** A candidate should have had at least four semester courses in theatre, including work in aspects of theatre outside the area of specialization. The program for the master's degree consists of a minimum of 32 credits, including the preparation of the thesis. The thesis may be based on research in one of the following fields: dramatic literature (with or without a directorial component), dramatic criticism, history of the theatre, or playwriting.

### Master of Arts in Teaching

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.



The departments of art, biological sciences, chemistry, classics, English, French, history, mathematics, music, and physics actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of 16 credits in the teaching field and 12 credits in education, and practice teaching. An experienced teacher takes a minimum of 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education**

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in various states, including the fifth year required for some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a long paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Thirty-two credits are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching experience. Twelve credits should be at the graduate level and no more

than eight at the intermediate level. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a Pass/Fail basis.

### **Master of Education of the Deaf**

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College bulletin describing the program may be obtained from the Smith College Department of Education and Child Study, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01063, or from the Office of Graduate Study.

### **Master of Fine Arts (Department of Dance)**

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate unusual interest and ability in dance. Performance, production, choreography, and history of dance are stressed. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a Pass/Fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Sharon Arslanian, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

### **Master of Science in Exercise and Sport Studies**

Men and women students who have a bachelor's degree or its equivalent are eligible for programs of study leading to the Master of Science in Exercise and Sport Studies specializing in the Coaching of Women. Students who do not have an undergraduate degree in physical education or appropriate science prerequisites should anticipate work beyond the normal 52 credits required. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-. Courses for graduate credit may not be taken on a Pass/Fail basis.

Students should have advanced skill and previous teaching and/or coaching experience, and are required to: 1) work with two intercollegiate teams for two years and 2) take 36 additional credits. Students interested in teaching certification may receive such by taking appropriate courses in education along with the exercise and sport studies curriculum.

### **Doctor of Philosophy**

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the

degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the thesis director and two other members of the faculty.

The degree of Doctor of Philosophy is occasionally granted in the Department of Biological Sciences; however, the department strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Applicants to either the Five College or the Smith College Ph.D. program should hold a master's degree or its equivalent. Highly qualified students with little or no previous graduate work in biological sciences may be accepted, but they must fulfill the course requirements for the master's degree in addition to such other requirements as are set by the guidance committee. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

## **Nondegree Programs**

### **Certificate of Graduate Studies**

We award the Certificate of Graduate Studies to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

### **Diploma in American Studies**

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least three years of



university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is February 1.

The program consists of a minimum of 24 credits: American Studies 455a and 455b (special seminars for diploma students only), 16 other credits in American studies or in one or more of the cooperating disciplines, and a long paper.

### **Special Students**

Well-qualified students who wish to take courses are required to file a non-degree student application along with an official undergraduate transcript showing the date and degree received. The permission of each course instructor is necessary. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned. Nondegree students are not eligible for financial aid.

## **Housing and Personal Services**

### **Housing**

Two on-campus housing options may be available for graduate students for the 1988–89 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Office of Graduate Study. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess, and spring recess.

**Room-Only Plan.** Cooperative graduate house with single and double bedrooms, large kitchen, no private bathrooms. The fee of \$2,130 per year includes a room furnished with a bed, chest of drawers, mirror, desk, and easy chair. Students provide their own board.

**Room-and-Board Plan.** Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single and double bedrooms, no private bathrooms. The fee of \$4,720 per year includes a room furnished with a bed, chest of drawers, mirror, desk, and easy chair, plus all meals, which must be taken in the college house assigned to residents.

### **Health Services**

Students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blank forms, which will be sent



for this purpose, must be returned by the student to Health Services. Transcripts of official college health service records are satisfactory.

In addition to the physical examination, all full-time students under the age of 30 are required by Massachusetts law to be immunized against measles, mumps, rubella, tetanus, and diphtheria.

Graduate students, both full-time and part-time, are eligible to use the Doctors' Office (Outpatient Department) and to participate in the Smith College health insurance program as follows:

I. Doctors' Office (Outpatient Department)—use requires a health report as described in the first paragraph of this section. Failure to provide this information will result in a charge of \$35.00 plus laboratory fees at the time of the first visit.

II. Health Insurance—the college has its own insurance plan, underwritten by Fred. S. James & Co., which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting the student for some services over a 12-month period whether in residence at the college or not.

All students are required to carry either a) the Smith College health insurance plan (single students) or b) a plan for married students available from Fred S. James & Co., unless they show that they have comparable coverage under a private plan.

## Finances

### Tuition and Other Fees\*

Application fee _____	\$35
Tuition for full-time work, for the year** _____	\$12,120
Room and board for the academic year† _____	\$4,720
Tuition for part-time work, per semester course _____	\$1,515
Health insurance (estimate)	
(optional if alternate coverage can be demonstrated) _____	\$270
Continuation fee, per semester _____	\$50

\* Subject to change.

\*\*This entitles students to use outpatient services that include examination and treatment by the college physicians, most laboratory examinations, and other services.

† This does not include Christmas and spring recesses. All houses are closed during Christmas vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

## Fees for nondegree students (special students)

Application fee _____	\$35
Fee per four-credit course _____	\$1,515
Fee per one-credit course _____	\$380

For additional information concerning fees for practical music and studio art see pp. 63–64.

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15 and for the second semester by January 7. Balances unpaid at this time are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

## Deposit

A general deposit in the amount of \$100 payable upon acceptance is required from each student. (This is a one-time deposit that will be refunded following graduation or for enrolled students upon withdrawal, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

## Withdrawal Refunds

Commitments to faculty and staff are made by the college in advance of the school year. They are based on anticipated student enrollment and are not subject to change. Students who withdraw prior to the first day of classes will receive a full refund. Students who withdraw on or after the first day of classes will be entitled to a tuition refund as follows:

Prior to the second week of classes _____	75%
Prior to the third week of classes _____	50%
Prior to the fourth week of classes _____	25%
Prior to the fifth week of classes _____	10%
Thereafter _____	0%

## Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the director of graduate study; completed applications and all supporting

material are due March 1: the Financial Aid Form (FAF); a copy of parents' IRS Form 1040, upon request; a copy of student's IRS Form 1040, 1040A, or 1040EZ.

Several scholarships are available for foreign students. Candidates should write to the director of graduate study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by February 1.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance, and music. The stipend at present is \$6,500 for the first year and \$6,900 for the second year. Teaching fellows may also apply for scholarship assistance to reduce or eliminate tuition expenses. Applicants should obtain forms from and submit completed applications to the director of graduate study. Appointments are usually made early in April; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid in College Hall. A Perkins Loan (formerly NDSL) or a Guaranteed Student Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College. In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has recently instituted a forgivable loan pilot program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent. If this program proves to be successful, it is our plan to extend it to M.A.T. candidates in other fields.

Requests for information should be addressed to Karen Tatro, assistant director for student loans, in the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

The Office of Financial Aid also has information about limited campus employment opportunities for graduate students.



## Changes in Course Registration

*During the first 10 class days* (up to September 21 in the first semester, and February 10 in the second semester) a student may *drop* or *enter* a course with the approval of the adviser.

*After the first 10 class days:*

A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester, with the permission of the instructor, the adviser, and the director of graduate study.

B. A student may *drop* a course up to 20 days before the last day of classes (November 11 in the first semester, and April 7 in the second semester):

- (1) after consultation with the instructor; and
- (2) with the approval of the adviser and the director of graduate study.

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W" in the grade column, indicating withdrawal without penalty.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin board at the beginning of each semester.

## Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.





## The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas, and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic, and socioeconomic backgrounds. Many groups, activities, and events arise from our broad range of interests. Members of the Five College consortium are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All students at Smith are part of the Student Government Association, which supports more than 50 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits, and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members, and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching, and for friends, fun, and relaxation. The extracurricular social, athletic, and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

### Facilities

Much of the daily campus activity at Smith occurs in the following centers.

#### William Allan Neilson Library

With a collection of books, periodicals, newspapers, microforms, phonodiscs, photographs, facsimiles, and slides well in excess of one million items, the

Smith College library rivals the holdings of many universities. We are committed to providing undergraduates with first-hand research opportunities and we therefore maintain an open-stack policy. We offer our users many support services, which are described in various brochures available near the reference desk in Neilson Library. Chief among them are individualized bibliographic assistance, on-line database searches, and access to other library collections through the interlibrary loan. Terminals in each of the libraries provide students with access to the growing on-line union catalog of the libraries of Amherst, Hampshire, and Mount Holyoke colleges and the University of Massachusetts at Amherst, as well as Smith.

For greater convenience to Smith students, we operate specialized branch libraries in the Clark Science Center (Science Library), the Fine Arts Center (Hillyer Art Library), and the Mendenhall Center for the Performing Arts (Werner Josten Library).

The William Allan Neilson Library houses the bulk of the 748,000-volume collection and is the home of the Rare Book Room with its collection of over 20,000 books, manuscripts, and ephemera. The Rare Book Room is available to undergraduates who want to examine rare materials in detail.

The Sophia Smith Collection, a women's history archive, and the College Archives, which preserves the college's history, are located in Alumnae Gymnasium, which is connected to the Neilson Library.

Library hours:	Monday–Friday	7:45 a.m.–midnight
	Saturday	9 a.m.–midnight
	Sunday	10 a.m.–midnight

(During the pre-exam study periods and midyear and final examination periods, Neilson is open until 2 a.m.)

### **Clark Science Center**

The Clark Science Center meets the most exacting specifications for modern scientific experimentation and equipment. It includes Burton Hall, where the center's administrative office can be found, as well as classrooms, laboratories, and faculty offices; McConnell Hall, with a large lecture hall, classrooms and laboratories, a rooftop observatory equipped with several small telescopes, a computer terminal room and resource center, and faculty offices; and Sabin-Reed Hall, with its classrooms, laboratories, faculty offices, and the Science Library, where more than 112,200 volumes, 11,900 microforms, 84 phonotape/cassettes, and an extensive periodicals collection are available. The classrooms and laboratories customarily hold between 12 and 20 students, and each faculty member has a private office and research space. Student research space is also available.



Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

In addition to the on-campus facilities we also have an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Science Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday–Sunday	10 a.m.–10 p.m.

### Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 18,000 objects, represents works dating from the twenty-fifth century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies, and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking, and photography are supplemented by darkroom facilities, faculty offices, classrooms, and the Hillyer Art Library with more than 50,000 volumes and 71,000 photographs. Graham Hall is a large auditorium used as needed for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours:	Monday–Thursday	7:45 a.m.–11 p.m.
	Friday	7:45 a.m.–10 p.m.
	Saturday	10 a.m.–10 p.m.
	Sunday	noon–10 p.m.
June–August:	Monday–Friday	9 a.m.–1 p.m.
Museum hours:	Tuesday–Saturday	noon–5 p.m.
	Sunday	2–5 p.m.
	Mondays and academic holidays	closed
June:	Tuesday–Friday	by appointment
July–August:	Tuesday–Saturday	1–4 p.m.

### Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre, and dance. Three sides



of the quadrangle were completed in 1968, joining stately Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers and their audiences accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive studios, shops, and lounges that support production in Theatre 14, which holds an audience of 460; the versatile Hallie Flanagan Studio, with its movable seats for 200; and the T.V. Studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 30,000 books, 37,000 scores, and 45,000 records to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned with a tower with a peal of eight bells hung for change ringing.

#### Werner Josten

Library hours:	Monday–Thursday	8 a.m.–10:45 p.m.
	Friday	8 a.m.–9 p.m.
	Saturday	10 a.m.–9 p.m.
	Sunday	noon–10:45 p.m.

#### Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the 44-booth language laboratory, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge, and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions, and for research.

Language lab hours:	Monday–Thursday	8:30 a.m.–noon
		1–5:30 p.m.
		7–10 p.m.
	Friday	8:30 a.m.–5 p.m.
	Saturday	closed
	Sunday	1–5:30 p.m.
		7–10 p.m.

#### Center for Academic Computing

While the Center for Academic Computing offices are located in Stoddard 24, academic computing spans the campus, with an ever-growing number of terminals and microcomputers in smaller computing resource centers around the college. We continually upgrade and expand our system. We now have computer access in most buildings on campus through a campus-wide local area

network. Students can access the Digital VAX 8530 16 hours a day for completing specific course assignments, for word processing, for bibliographic searches, for concordance work, and for many more creative purposes. The VAX is used by students in the Introduction to Computer Science course. More than five dozen IBM Personal Computers are available to students and faculty for text processing, financial analysis, and other general purpose computing uses. Staffed by 12 professionals and more than 100 student assistants, the Center for Academic Computing is an active and accessible center for all students.

### **Center for Academic Development**

From its offices in Seelye 20, the Center for Academic Development offers a variety of programs to help students write and study more effectively. Seven professional writing counselors, one of whom specializes in teaching English as a second language, review essay drafts with students, point out strengths and weaknesses, listen to new ideas, and make suggestions for improvement. In the evenings and on weekends the same services are provided by seven student writing assistants stationed in Neilson Library, Seelye 20, and residential houses. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with tutors, students who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by increasing numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Center for Academic Development also offers workshops in various academic skills, such as public speaking and revising on word processors, and conducts research on current issues of learning and teaching.

### **Gymnasium Complex**

As Sophia Smith's will required, physical activity continues to hold a significant place in a Smith education. The three-building athletic complex is a testament to the importance of exercise and athletics at the college. In addition to a new indoor track and tennis facility, the complex offers two gymnasiums, a swimming pool with one- and three-meter diving boards, two weight training rooms, a dance studio, an athletic training room, and the Human Performance Laboratory. Squash players enjoy the six squash courts, which include two exhibition courts with gallery seating for 125. There are locker rooms for women and men and a separate visiting-team room.

The facilities of the sports complex are expanded by the 30 acres of athletic fields, including a lighted field for evening games, a rigorous 5,000-meter cross country course, a 400-meter all-weather track, a three-quarter-mile cinder jogging track, a new indoor riding ring, and 12 lighted outdoor composition tennis courts. Our shells are housed in the boathouse on the Connecticut River. We



have six "eights" and one "four," and the boathouse on Paradise Pond houses eight barges, one double, four singles, and 12 canoes.

Ainsworth/Scott Gymnasium and  
Indoor Track and Tennis Facility

Monday–Friday	7 a.m.–10:30 p.m.
Saturday–Sunday	9 a.m.–10 p.m.

## Student Residence Houses

Smith is a residential college, and students live in 44 residence buildings with capacities of 16 to 94 students. The houses range in architectural style from modern to Gothic and Classic Revival. Each house has a comfortable living room, a study or library, and laundry facilities. Most houses have a dining room where students eat meals prepared by the house kitchen staff. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of students offer alternative living arrangements to students.



## Athletics and Exercise

Students' physical well-being is of prime importance, for both their success at Smith and afterwards as a lifetime pattern. We encourage exercise and sport through several levels of instruction in a broad range of activities through the Department of Exercise and Sport Studies (pp. 200–206) with both credit and noncredit courses. Our Athletic Program, pp. 354–355, invites students to join team sports through the competitive intercollegiate teams and the spirited intramural competitions. Through the variety of options we offer, every student can find a satisfying balance between her intellectual and physical activities.

## Career Development

The Career Development Office provides advisers and counselors to help students and alumnae prepare for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops, and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and medical schools, and summer jobs. We teach students how to assess their individual interests, strengths, and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research. They practice interviewing on videotape and can create or update résumés and cover letters on our word-processing equipment.

We encourage all students to participate in their own career development. We are a network that allows students to translate their academic and extracurricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee."

## Health Services

Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians for medical problems and questions, just as they would see their



own doctors at home. There is no charge for an outpatient visit. The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other doctors. In our own facilities we can provide some medicines and treatments, such as hydrocollator and whirlpool baths; injections for desensitization as requested by a student's own physician; and most immunizations for travel. We also have some orthopedic appliances for loan and rent.

We offer a number of other services to our patient population. Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college physicians. There is a charge for this care for those students not electing to enroll in the Smith College insurance plan. In cases of unusual or serious illness, specialists in the Northampton and Springfield areas are readily available for consultation. The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Any student may come for confidential personal counseling to the Student Counseling Service, at no cost.

The college offers its own insurance policy, underwritten by Fred. S. James & Co., that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a preexisting or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the College Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs are first required to have a physical exam by a college physician.

## Religious Expression

We are a religiously diverse community, which gives our students the opportunity to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Hills Chapel as a place to express their religious and social concerns and

to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and collaboration, represent the Catholic, Jewish, and Protestant faiths and organize weekly services of worship at the chapel for each. B'nai B'rith Hillel Foundation, The Ecumenical Christian Church, and Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational, and cultural programs when the college is in session. Other student religious groups, such as the Evangelical Fellowship, Campus Crusade for Christ, the Baha'i Fellowship, the Black Gospel Jubilation, and associations of Hindu and Muslim students, use the chapel facilities, which include a lounge and kitchen as well as the sanctuary, for their programs and services. Additionally, the chaplains welcome students to their offices downstairs in the chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The chapel houses S.O.S., the Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith. Visitors may hear any of a number of choirs rehearsing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A recently opened kosher kitchen is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues, and other religious communities representing most denominations enjoy having students join their services and programs as well.

Any student who is unable, because of her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.





## The Student Body

### Summary of Enrollment, 1987–88

#### Undergraduate Students

	Class of 1988	Class of 1989	Class of 1990	Class of 1991	Ada Comstock Scholars	Totals
Northampton area <sup>1</sup>	692 <sup>2</sup>	390	604	657	279	2,622
Not in residence <sup>3</sup>	17 <sup>4</sup>	257	12	0	21	307
Five College course enrollments at Smith:						
				First semester		495
				Second semester		719

#### Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	63	26	20

1. Guest students are included in the counts of students in the Northampton area.

2. This includes 85 Ada Comstock Scholars.

3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 34 Smith students and one guest student in Paris; 18 Smith students in Hamburg; 10 Smith students and 11 guest students in Geneva; and 15 Smith students, three guest students, and one Smith graduate student in Florence.

4. This includes four Ada Comstock Scholars.



## Geographical Distribution of Students, 1987-88

### United States

Alabama	10
Alaska	5
Arizona	17
Arkansas	3
California	180
Colorado	28
Connecticut	182
Delaware	5
District of Columbia	12
Florida	45
Georgia	32
Hawaii	7
Idaho	1
Illinois	62
Indiana	25
Iowa	11
Kansas	8
Kentucky	15
Louisiana	6
Maine	62
Maryland	65
*Massachusetts	708
Michigan	32
Minnesota	26
Mississippi	3
Missouri	17
Montana	3
Nebraska	6
Nevada	4
New Hampshire	34
New Jersey	153
New Mexico	3
New York	314
North Carolina	13

North Dakota	1
Ohio	62
Oklahoma	16
Oregon	28
Pennsylvania	89
Puerto Rico	8
Rhode Island	20
South Carolina	10
South Dakota	2
Tennessee	16
Texas	59
Utah	8
Vermont	39
Virginia	53
Virgin Islands	3
Washington	34
West Virginia	8
Wisconsin	29
Wyoming	4

### Foreign Countries

Argentina	1
Austria	1
Bangladesh	2
Brazil	3
Canada	9
Chile	1
China	9
Colombia	1
Dominican Republic	1
Ethiopia	1
France	5
Germany, Republic of	6
Ghana	1
Greece	10

Grenada	1
Hong Kong	12
India	44
Indonesia	1
Israel	1
Italy	2
Jamaica	1
Japan	7
Kenya, East Africa	2
Korea	3
Lebanon	1
Liberia	1
Malaysia	10
Mauritius	1
Mexico	4
Monaco	1
Netherlands	1
Pakistan	15
Panama, Republic of	1
Philippines	6
Sierra Leone	1
Singapore	2
So. Africa, Rep. of	7
Spain	2
Sri Lanka	3
Surinam	1
Sweden	3
Switzerland	7
Taiwan	3
Thailand	1
Turkey	3
United Arab Emirates	2
United Kingdom	10
Zambia	1

\*This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

## Majors, 1987-88

	Class of 1988		Ada Comstock Scholars	Class of 1989	Totals
	(Srs.)	(Hon.)			
Government	103	—	6	87	196
Economics	79	1	7	90	177
Psychology	68	3	8	71	150
English	68	7	16	56	147
Art					138
*Art	15	—	1	9	
Art History	27	2	3	28	
Studio Art	21	1	6	19	
Architecture and Urban Renewal	3	1	—	2	
Mathematics	42	1	—	28	71
Biological Sciences	33	1	1	35	70
History	30	2	3	24	59
American Studies	29	2	4	21	56
French					53
*French	8	1	—	3	
French Language and Literature	9	2	—	5	
French Studies	22	—	—	3	
Theatre	16	1	9	17	43
Anthropology	24	1	5	11	41
Sociology	19	—	2	11	33
Comparative Literature	13	—	—	18	31
Computer Science	18	—	3	8	29
Biochemistry	11	2	—	12	25
Philosophy	13	—	2	8	23
Education	10	—	4	8	22
Music	8	—	3	10	21
Religion	7	1	6	4	19
Spanish and Portuguese					17
Spanish and Portuguese	2	—	—	—	
Spanish Literature	1	—	—	—	
Latin American Studies	7	—	2	3	
Luso-Brazilian Studies	1	—	—	1	
Classics					15
Classics	5	2	1	2	
Latin	3	—	—	2	
Greek	—	—	—	—	

## German Language and

Literature	7	—	—	7	14
Geology	3	2	1	7	13
Chemistry	6	1	—	5	12
Physics	3	—	—	8	11
Russian					11
*Russian	—	—	—	2	
Russian Civilization	5	—	1	2	
Russian Literature	—	—	—	1	
Women's Studies	3	1	4	3	11
Afro-American Studies	4	—	2	3	9
Italian	4	—	—	3	7
Medieval Studies	2	—	—	4	6
East Asian Studies	3	—	—	1	4
Astronomy	—	—	—	3	3
Dance	1	—	1	—	2
Ancient Studies	2	—	—	—	2

## Independently Designed Majors

Ethics and Public Policy	—	—	1	—	1
Chinese	—	—	—	1	1
Irish Studies	1	—	—	—	1
Smith Scholar	1	—	—	—	1

\*Specific major not yet determined.



# Academic Achievements, Prizes, and Awards

## Academic Achievements

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors, High Honors, or Highest Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

## First Group Scholars

Smith College students who have a record at the college indicating particularly high academic achievement in the previous year are named First Group Scholars.

## The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and who complete at least 24 semester hours for full-time students or 16 semester hours for part-time students.

## Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

## Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and

the first undergraduates were elected to membership in April of that year. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

## Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

## Prizes and Awards

The **Academy of American Poets Poetry Prize**, awarded annually by the Academy of American Poets, through the Department of English Language and Literature, for the best poem or group of poems submitted by an undergraduate: **Kerry Ann Sarnoski '91**.

The Connecticut Valley Section of the **American Chemical Society** award to a student who has done outstanding work in chemistry: **Sarah Louise Stoll '88**.

The **American Chemical Society Award** in analytical chemistry to a junior who has excelled in analytical chemistry: **Kimberly A. Brubaker '89**.

The New England Chapter of the **American Institute of Chemists Award** to a senior who displays outstanding promise for advancing the professional aspects of the scientific community: **Anne Marie Starrett '88**.



The **Anita Luria Ascher Memorial Prize**, given by Dr. Liebe D. Sokol '51 and her parents, to be awarded annually to the student who has shown most progress in German during the year: **Ann Kathrin Weldy '88**.

The **Elizabeth Babcock Poetry Prize Fund**, established by Miss Edith L. Jarvis '09 and awarded by the Department of English Language and Literature for the best poem: **Rebecca Loveland '88**.

The **Harriet Dey Barnum Memorial Prize**, founded by the class of 1916, for outstanding work in music.

The **Suzan Rose Benedict Prize**, awarded by the Department of Mathematics to a sophomore for excellence in mathematics: **Julie Suzanna Glass '89**.

The **Samuel Bowles Prize**, awarded to seniors for the best paper on a sociological subject and for the best paper on an economic subject: **Ophelia Man Sheung Yeung '88**, **Carole Elizabeth Rosenstein '88**, **Pamela G. Wood AC '88**.

The **Kathleen Bostwick Boyden '70 Memorial Prize**, awarded to a member of Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community: **Anuradha Hebbar '88**.

The **John Everett Brady Prizes** awarded to a student for excellence in Latin on the basis of an examination in the translation of Latin at sight and to the student with the best record in the beginning course: **Karalee Louise Strieby '89**, **Hilary Ruth Knudson '91**, **Cheryl Ann Martin '88**.

The **Margaret Wemple Brigham Prize**, established by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, awarded to a senior for excellence in bacteriology.

The **Amey Randall Brown Prize**, given by Mabel Brown 1887 in memory of her mother for the best essay on a botanical

subject: **Beth Paide Hanson '88**, **Victoria Constance Hatch AC '88**, **Hart Brent-Collins AC**.

The **Vera Lee Brown Prize**, awarded by the Department of History for excellence in that subject to a senior majoring in history in the regular course: **Eileen Crosby Harrington AC '88**.

The **Yvonne Sarah Bernhardt Buerger Prize Fund**, which awards undergraduates who have contributed most vitally to the dramatic activities of the college: **Penelope Oldham Daulton '88**, **Jennifer Lee Levitz '88**, **Sarah Marie Sullivan '88**.

The **David Burres Memorial Law Prize**, established in 1985 by the widow (Professor Helen Searing), family, and friends of Attorney Burres, awarded to a graduating senior, preferably one intending to practice in the public interest, who has been accepted at law school: **Michelle Hyunsook Rhee '88**.

The **C. Pauline Burt Prize**, given by Alice Butterfield, to a student majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science: **Danita Marie Bagaglio '88**, **Erin Keane O'Shea '88**, **Sarah Louise Stoll '88**.

The **James Gardner Buttrick Prize**, given by Mrs. Buttrick for the best essay on a subject in the field of religion and Biblical literature: **Elizabeth Jane Gallu AC '88**.

The **Carlile Prizes**, given by the Very Reverend and Mrs. Charles U. Harris in memory of Dorothea Carlile '22, for the best original composition for carillon and for the best transcription for carillon: **Sarah Marie Smith '88**, **Kelley Elizabeth Pundt '89**.

The **Julia Harwood Caverno Prizes**, given to a member of the junior or senior class for excellence in Greek and also to the student with the best record in the beginning course: **Deborah Henderson Cromley '88**, **Carol Leslie Graham AC '88**, **Amanda Drew Griffin '89**.

The **Sidney S. Cohen Prize Funds** awarded by the Department of Economics for outstanding work in that field: **Elizabeth Custis Lee Miller '88**, **Freda Yau-Yee Sze '88**, **Ophelia Man Sheung Yeung '88**.

The **Ethel Olin Corbin Prize**, awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English: **Anna-Lise Pasch '89**.

The **Merle Curti Prize**, awarded annually to the student who submits the best piece of writing on any aspect of American civilization.

The **Dawes Prize**, awarded for the best undergraduate work in political science: **Amy Jackaway Mastrobattista '88**, **Laura Susan Mordka '88**.

The **Alice Hubbard Derby Prize Fund**, the bequest of Henry R. Lang in memory of his wife, a member of the class of 1885, awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes for excellence in the study of Greek literature in the original: **Sheila Marie Flaherty '88**, **Karalee Louise Strieby '89**.

The **Elizabeth Drew Prize Fund**, awards for excellence in English: **Christiana Tia Wallman-Blake AC**, **Becky Sue Aijala AC '88**, **Sonya Marie Sobieski '91**, **Elizabeth Philippe Chase AC**.

The **Hazel L. Edgerly Prize Fund**, founded in memory of Hazel Louise Edgerly '17, awarded to a senior in honors in history for distinguished work in that subject: **Ruth Marie Ford '88**.

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ.

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a member of the freshman or sophomore class.

The **Samuel A. Eliot, Jr.—Julia Heflin Directing Prize**, established by Julia Heflin '32, for distinguished achievement by a Smith College undergraduate in the direction of a production or workshop: **Karla Baldwin AC '88**, **Jeannine Denise Haas AC '88**.

The **Settie Lehman Fatman Prizes** for best musical composition, preferably in sonata form, and for the best composition in a small form: **Margaret Ellen Collins '89**, **Rebecca Lynch Carr '89**, **Karen Ui-Mei Cheah '90**.

The **Heidi Fiore Prize**, founded by Emary C. Aronson '82, in memory of Heidi Fiore 1980, for a senior student of singing: **Sarah Byrd Dornblaser '88**.

The **Harriet R. Foote Prize**, awarded to the outstanding student in botany, based on an examination record.

The **Henry Lewis Foote Memorial Prize**, given by his wife, Harriet Risley Foote 1886, for excellence in class work in Biblical courses: **Clare Julie Kiley '88**.

The **Clara French Prize**, founded by Mary E. W. French, to the senior who has advanced furthest in the study of English language and literature: **Adrienne Elizabeth Antrim '88**, **Carrie Doran Fox '88**.

The **Helen Kate Furness Prize**, founded by Horace Howard Furness, for the best essay on a Shakespearean theme: **Elizabeth Philippe Chase AC**.

The **Nancy Boyd Gardner Prize** established by her parents, in memory of Nancy Boyd Gardner '84, for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major: **Radhika Elizabeth Philip '89**.

The **Ida Deck Haigh Memorial Prize Fund Award** to a student of piano for distinguished achievement in performance and related musical disciplines: **Karen Ui-Mei Cheah '90**, **Melanie Diane Lowe '90**.

The **Sarah H. Hamilton Memorial Prize**, given by her sister Julia H. Gleason, for an essay on music.

The **Arthur Ellis Hamm Scholarship Prize**, founded by Elizabeth Creevey Hamm '05, awarded to a freshman on the basis of the year's record: **Li Ding '90**.

The **James T. and Ellen M. Hatfield Memorial Award**, established by Virginia Thorpe Hatfield '22 in honor of her parents, to a senior who has shown unusual talent and ability in her literary work in the Department of English Language and Literature: **Joanna D. Cunningham AC '88**.

The **Hause-Scheffer Memorial Prize**, founded in memory of Frances A. Hause '22, awarded to the senior who has majored in chemistry and has made the best record in that subject: **Ayesha Bhagwan Sitlani '88**.

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst College, Hampshire College, Mount Holyoke College, Smith College, or the University of Massachusetts: **Christopher Keenan, Hampshire College; Jean Anne Chatoff AC '88; Jennifer Lee Levitz AC '88, Patricia Ellen Venneri AC**.

The **Megan Hart Jones Studio Art Prize**, established in 1987 by family and friends of Megan Hart Jones '88, for a judged work in drawing, painting, sculpture, photography, graphic arts, or architecture: **Jeanne Louise Hirsch Ingress AC**.

The **Mary Augusta Jordan Prize**, given by the Alumnae Association to a senior for the most original piece of literary work in prose or verse: **Becky Sue Aijala AC '88**.

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas: **Madeleine Hope Arthurs '89**.

The **John and Edith Knowles Memorial Scholarship**, to a student of outstanding merit who has elected to pursue a medical career and has displayed qualities that might lead her to become a thoughtful and

humane critic of her chosen profession: **Stephanie Ann Boyko '88, Hikaru Sahara '88**.

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy: **Leslie Carole Katsman '88**.

The **Phyllis Williams Lehmann Travel Award**, established in 1979 by friends and former students, to a senior majoring in the history of art, with preference given to students interested in pursuing the study of classical art at the graduate level: **Danielle Marie Newland '88**.

The **Ruth Alpern Leipziger French Fellowship Prize**, established by family and friends, awarded by the Department of French to an outstanding major participating in the Junior Year Abroad Program in Paris: **Jennifer Reid Foster '89, Susan John '89**.

The **Emogene Mahony Memorial Fund** for the furtherance of English literature and dramatic art, recognizing the best essay on a literary subject written by a freshman and the best honors thesis submitted to the Department of English Language and Literature.

The **Emogene Mahony Memorial Prize**, founded by Ethel Haskell Bradley '01, for proficiency in organ: **Elisabeth Harriette Kulas '90**.

The **Jeanne McFarland Prize**, established by Margaret A. Mull, to an undergraduate who has done the best work in women's studies: **Becky Sue Aijala AC '88**.

The **John S. Mekeel Memorial Prize**, given in his memory by his wife, to a member of the senior class for outstanding work in philosophy: **Caroline Andrea Diehl '88, Terry Gail Kaplan AC '88**.

The **Bert Mendelson Prizes**, to a sophomore for excellence in computer science courses, and to a senior computer science major for excellence in computer science: **Susan Elizabeth Jones '90, Sonia Singh '90, Seema Maneck Hiranandani '88, Sabina Nawaz '88, Sang-Rang Shin '88**.



The **Thomas Corwin Mendenhall Prize**, given by the Alumnae Association, at the discretion of the Department of History, for an essay on a theme evolving from any history course, excluding special studies, seminars, and HST 500 (honors long paper).

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college.

The **Mrs. Montagu Prize**, founded by Abba Louisa Goold Woolson in honor of Elizabeth Montagu, awarded for the best essay on a literary subject concerning women: **Ann Marie Kennedy AC**.

The **Judith Raskin Memorial Prize**, established by the family of Judith Raskin '49, to the outstanding voice student selected by the voice faculty: **Mitsuru Claire Chino '88**.

The **Victoria Louise Schragger Prize**, given in her memory by her family and Marjorie Hope Nicholson, to a senior who has maintained a distinguished academic record and has also had an important role in student activities: **Rebecca Loveland '88**.

The **Donald H. Sheehan Memorial Prize**, to a member of the senior class for outstanding work in American studies: **Jean Anne Chatoff AC '88, Jennifer Amy Silverman '88**.

The **Andrew C. Slater Prize** for excellence in debate: **Steffanie Nadine Garrett '88, Jennifer Marie Morgan '89**.

The **Smith Council of the Society Organized Against Racism Prize**, to the students whose community service and academic program have furthered understanding of cultures, communities, and individuals who have historically borne the brunt of racism: **Sylvia Esther Bolivar '88, Cecilia Yvonne Robinson '88**.

The **Gertrude Posner Spencer Prize** for excellence in writing: **Claudia Zimmerman AC**.

The **William Sentman Taylor Award** for significant work in human values, a quest for truth, beauty, and goodness in the arts or sciences: **Karol Ann Kawaky '88, Felicity L. Laboy AC '88**.

The **Rosemary Thomas Poetry Prize**, awarded by the Department of English Language and Literature to the student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life: **Kerry Ann Sarnoski '91**.

The **Ruth Dietrich Tuttle Prize**, to encourage further study, travel, or research in the areas of international relations, race relations, or peace studies: **Allyson Elisa Ugarte '88**.

The **Anacleta Vezzetti Prize**, established by the Ausonia Club of Northampton, to a senior for the best piece of writing in Italian on any aspect of the culture of Italy: **Bryn Vaughn Fleming '88, Deborah Loraine Lubera '88, Mary Frances Trafton '88**.

The **Ernst Wallfisch Prize for Music Performance**, awarded to a graduating senior enrolled in music performance (vocal or instrumental) at Smith College who has demonstrated outstanding talent, commitment, and diligence.

The **Frank A. Waterman Prize**, awarded to a senior who has done excellent work in physics.

The **Maya Yates Prize** for the best piece of writing other than literary analysis.



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## Fees, Expenses, and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room, and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room, and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

### Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. We promise to meet the documented financial need of every student who is accepted at Smith. Our average financial aid award, which includes a grant, loan, and campus job, is in excess of \$8,000, and more than one-third of our student body qualify for need-based aid. Almost another third use student loans and jobs to help meet costs.

#### 1988–89 Required Annual Fees

	First semester	Second semester	Total
Tuition	\$6,060	\$6,060	\$12,120
Room and board	2,360	2,360	4,720
Activities fee	105		105
	<u>\$8,525</u>	<u>\$8,420</u>	<u>\$16,945</u>

Statements for semester fees are mailed on or about July 20 and December 20. Payment of charges for the first semester is due by August 15; for the second semester by January 15. Checks should be made payable to Smith College and forwarded to the Office of the Controller. Balances unpaid at the time due are subject to a late payment charge equivalent to an annual percentage rate of 18 percent. Nonpayment of fees may prevent students from registering for classes or occupying their rooms. A number of optional payment plans are described on the following pages.

Every student will incur certain additional expenses during the year, and these will vary according to each family's accustomed standard of living. Each student should be prepared to spend around \$400 on books and supplies, between \$550 and \$700 on personal, recreational, and miscellaneous expenses, \$30 to \$50 on subscriptions and dues, and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

The student activities fee of approximately \$105 is paid in the first semester for the year to support the chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is approved by the student body.

### **Other Fees and Charges**

- Application for admission \_\_\_\_\_ \$35

The application fee, which helps defray the costs of handling all the paperwork and administrative review involved with every application, should accompany the application form. An applicant sends the form and fee to the Office of Admission prior to February 1. Applicants to the Ada Comstock Scholars Program submit the application form for the program, along with the fee, to the Ada Comstock Scholars office by February 15.

- General deposit \_\_\_\_\_ \$100

Upon acceptance each new student pays a general deposit of \$100 to hold her place at the college. Students entering under the Early Decision Plan pay the deposit by January 1. All other students pay the deposit by May 1. This is a one-time deposit that will be refunded following graduation. An enrolled student who withdraws may receive a full refund if she notifies the registrar in writing of her plans to withdraw before July 1 for first semester or before December 1 for second semester. The deposit is not refunded to new students who withdraw before they enter or to students who are separated from the college for college work or conduct deemed unsatisfactory. We may waive the fee for exceptionally needy students.

- Room deposit \_\_\_\_\_ \$200

Each resident student pays a room deposit each year that is applied in total to



the first-semester bill. Incoming resident students pay this deposit by May 1 and continuing resident students, by March 4. The deposit is refunded only to students participating in the Twelve College Exchange Program, the Smith Junior Year Abroad Program, or to those students who apply for a leave for the following fall semester by March 15. In all other cases, the deposit is forfeited if a student withdraws or leaves the college. The deposit may be deferred for a student whose need-based aid covers total fees.

● Nonresident fee \_\_\_\_\_ \$30

The nonresident fee applies to all enrolled students, including Ada Comstock Scholars, who live off campus. It helps cover the costs of services for students, such as mail delivery and maintenance of lounges for off-campus students.

● Health insurance \_\_\_\_\_ \$270

We require that each student have adequate health insurance, so we offer a health insurance plan through Fred S. James & Co. Details will be mailed to parents in July, along with the first-semester bill. The Smith insurance plan is optional for students who can demonstrate alternate coverage.

● Refrigerator energy fee \_\_\_\_\_ \$25

Students who choose to have refrigerators pay a fee to help defray the energy costs incurred through their use.

● Fees for musical instruction, per academic year

One hour lesson per week \_\_\_\_\_ \$500

One half-hour lesson and two class hours per  
week \_\_\_\_\_ \$500

Courses in ensemble when given individually — \$70

Use of a practice room, one hour daily \_\_\_\_\_ \$15

Use of a practice room, one hour daily, and of a  
college instrument \_\_\_\_\_ \$30

Use of organ, one hour daily \_\_\_\_\_ \$65

● Fees for riding classes, per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm also will board horses for students, at a cost of \$295 per month. Inquiries about boarding should be addressed to Ms. Sue Gray-Mieczkowski, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm.

Two lessons per week \_\_\_\_\_ \$230

Three lessons per week \_\_\_\_\_ \$315

● Studio art courses, per semester

Certain materials and supplies are required for studio art courses and will be



provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials \_\_\_\_\_ \$5-63  
 Additional supplies \_\_\_\_\_ \$12-100

- Chemistry laboratory course, per semester \_\_\_\_ \$6-10 plus breakage

- Fee for nonmatriculated students

Occasionally an individual who is not studying toward a degree at Smith will take a course as an auditor or for credit. The following fees apply:

Per course for credit \_\_\_\_\_ \$1,515  
 For auditing, per lecture course \_\_\_\_\_ \$10  
 For auditing, per performance or language  
 course \_\_\_\_\_ \$75

- Fees for Ada Comstock Scholars

The fees for Ada Comstock Scholars are prorated on a per-course basis, with a flat maximum for full-time tuition. Additional expenses include the application fee, the room deposit or nonresident fee, books, living expenses, and the student activities fee for all students taking three or more courses. There are certain additional fees for optional courses and programs (see above).

Application fee \_\_\_\_\_ \$35  
 Room and board one night per week, per  
 semester (15 weeks) \_\_\_\_\_ \$405  
 For one semester course \_\_\_\_\_ \$1,515  
 For two semester courses \_\_\_\_\_ \$3,030  
 For three semester courses \_\_\_\_\_ \$4,545  
 For four or more semester courses \_\_\_\_\_ \$6,060  
 For each one-credit course \_\_\_\_\_ \$380

## Withdrawal Refund

The college makes commitments to faculty and staff based on anticipated student enrollment in advance of the school year, and these commitments are not subject to change. Students who withdraw prior to the first day of classes will receive a full tuition refund. Students who withdraw on or after the first day of classes are entitled to a tuition refund as follows:

During the first week of classes \_\_\_\_\_ 75%  
 During the second week of classes \_\_\_\_\_ 50%  
 During the third and fourth weeks of classes \_\_\_\_\_ 25%  
 Thereafter \_\_\_\_\_ 0%

The college makes arrangements for housing each student prior to the academic year, again based on anticipated enrollments. These arrangements are

not subject to change. Consequently we cannot refund room rent, but we do prorate the board fees, less \$100, and refund the unused portion.

The date of withdrawal is either the date on which the registrar receives written notice of the student's intent to withdraw or the date on which she vacates her room, whichever is later.

All scholarship grants are applied first to tuition costs. Only if the grant exceeds billed tuition will any amount be applied to other fees. Refunds of grant aid from any source are therefore computed on the basis of tuition refunds shown above. Financial aid funds are reallocated proportionally according to a formula prescribed by federal regulations, in the following order: Perkins Loan, Supplementary Educational Opportunity Grant (SEOG), Pell Grant, Guaranteed Student Loan (GSL), Parent Loan for Undergraduate Students (PLUS), state grants (including SSIG), institutional funds, and the student and family.

An appeal to the withdrawal policy may be heard by an appeals committee made up of the treasurer (chair), the registrar, the student's class dean, and the associate dean for student affairs.

## Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

## Payment Plans and Loan Options

In addition to the regular payment plan in which fees are paid in full prior to each semester, the college offers a Ten-Month Payment Plan. This allows any parent or guardian of a Smith undergraduate to pay the required annual fees in 10 equal installments, beginning in June prior to entrance. A nonrefundable administrative fee of \$30 is required with each registration. The college also participates in the Insured Tuition Payment Plan, an alternate monthly payment plan administered through Knight Tuition Payment Plans. Additionally, parents who wish to shelter themselves from future tuition increases may use the Tuition Prepayment Option, paying for all eight semesters of tuition at the current rate.

Following is a listing of various payment plans and loan options available. Further details about these plans are mailed in May by the Office of the Controller to parents of accepted first-year students.

## Summary of Payment Plans and Loan Options

Plan	Number of payments per year	Number of years to complete payments	First payment due	Annual* interest rate charged
1. Regular Payment Plan	2	4	Aug. 15	0
2. Smith Ten-Month Payment Plan	10	4	June 15	0
3. Smith Tuition Prepayment (Four-Year Plan)	1	—	Aug. 15	—
4. Insured Tuition Payment Plan	12	4	June 1	0
5. Extended Repayment Plan	12	4-7	June 1	9.75%
Ten-Year Extended Repayment Plan	12	10	June 1	10.25%
6a. Massachusetts Family Education Loan Plan	12	15	30 days following disbursement	9.5%
b. Tuition Prepayment Option	12	15	30 days following disbursement	9.5%
c. Home Mortgage Option	12	15	30 days following disbursement	9.5%
7a. SHARE Plan	12	15	45 days following disbursement	10.75%
b. SHARE plan with interest subsidy option	12	5 for first year; 10 for multiple loans	45 days following disbursement	0
8. Parent Loans for Undergraduate Students (PLUS)	12	5 for first year; 10 for multiple loans	60 days following disbursement	10.03%
9. Guaranteed Student Loan	None during college	10 following graduation	6 months after graduation	8%

\*Rate effective as of March 1, 1988

Service fee or origination fee	Insurance	Annual maximum	Income restrictions	Credit check	Eligibility
None	None	Total fees	None	No	All
\$30	None	Total fees	None	No	All
—	None	Four times current tuition	None	No	Families not receiving financial aid
\$50	Optional	Total fees	None	No	All
\$50	Required	Total fees	None	Yes	All
\$50	Required	Total fees	None	Yes	All
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	Total fees	Not to exceed \$100,000	Yes	Families of all full-time students
\$30 service fee plus 6.5% origination fee of amount borrowed	Optional	Total fees	Not to exceed \$100,000	Yes	Families not receiving financial aid
\$160	Optional	Total fees	Not to exceed \$100,000	Yes	Families not receiving financial aid
4% of amount borrowed	Optional	\$15,000	None	Yes	Families of all full-time students
4% of amount borrowed	Optional	\$3,000	None	Yes	Requirements vary
Approximately 4% of amount borrowed	None	\$4,000 per student	None	Yes	Families of all full-time students
Approximately 5% of amount borrowed	None	\$4,000	\$30,000 or demonstrated need	No	Full-time students



Of these plans, number 5 requires the subscriber to carry additional insurance, and plans 4 and 6 offer insurance as an option. Families of students who receive Guaranteed Student Loans must meet the needs test of the program or of the College Scholarship Service. Eligibility for the Family Education Loan Plan and Tuition Prepayment Option Loan Plan is based on need and family resources. Loans are made to families with incomes of at least \$75,000 with one student in college and to families with incomes well above that if there is more than one family member in college. Families receiving grant aid may not participate in plan 3 or plan 6b. For more information, write or call Anthony Symanski, controller, or Beverly Zurylo, bursar.



## Financial Aid

We believe that the cost of educating a student at Smith should not be a factor in the college choice, either for the student and her family in selecting Smith or for our Office of Admission in selecting the students who are right for us. So applications for financial aid are handled by the Office of Financial Aid, not by the admission staff, and are kept completely confidential. Awards are offered to applicants with academic promise on the basis of computed need, regardless of a student's race, creed, handicap, or color. An award is usually a combination of a grant, campus job, and suggested loan, and all undergraduates with documented need are given aid. A brochure that supplements the information here is available from the Office of Admission.

To determine a student's need, a family submits the Financial Aid Form to the College Scholarship Service, requesting that a copy be sent to Smith. Our code number is 3762. The Financial Aid Form is available in December from high school guidance offices and from our Office of Financial Aid. Early Decision candidates should request a special Financial Aid Form directly from the Smith Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive an applicant's completed Financial Aid Form from the College Scholarship Service we begin to calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents, and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have that aid renewed according to her need if she is in good academic standing. She and her family apply for aid annually with Smith College forms, College Scholarship Service forms, and tax returns. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 89).

If an entering student did not qualify for aid in her first year, but her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give immediate assistance to any student in an emergency situation.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. They are as follows:

	Early Decision and January Transfers	Early Evaluation, Regular Decision, and September Transfers
Submit the Financial Aid Form to the College Scholarship Service	November 15	February 1
Send the Smith financial aid application and prior-year tax returns to the Office of Financial Aid	November 1	January 15* (*February 1 for transfer applicants)
Receive notification from Smith of financial aid awards	December 15	Early April
Send photocopy of applicant's and parents' most recent federal income tax return to the Smith Office of Financial Aid	April 15	April 15
Send all copies of the Student Aid Report for the Pell Grant to the Smith Office of Financial Aid	June 1	June 1

### Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class, but must include a financial aid transcript from each institution attended. We are able to guarantee aid at this time to all transfer students who enter with documented need.

### Ada Comstock Scholars

No woman should hesitate to apply to Smith under the Ada Comstock Scholars Program because of inability to pay the entire cost of her education at a private college. At present, we guarantee aid as needed to Ada Comstock Scholars, limiting grant aid from college funds to the billed fees. No token awards are offered, and no aid is given for merit alone. Applicants to the Ada Comstock



Scholars Program should follow the same procedures as other entering students, except that all inquiries and correspondence about admission should be addressed to the Ada Comstock Scholars Program Office. See p. 81.

### **Financial Aid Awards**

A financial aid award may comprise three parts: a grant, a suggested loan, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state, and local scholarships for which she may be eligible.

**Loans.** Perkins Loans (formerly National Direct Student Loans) are offered to students to the extent of available funding. Most other students can borrow through the Guaranteed Student Loan Program (GSL). Most parents are eligible to borrow under the federal program of Parent Loans for Undergraduate Students (PLUS) and may make use of one of the plans described under "Payment Plans and Loan Options." Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. GSL and PLUS loans are available through commercial lenders in all states, and the college will endorse students' applications for the amount needed. Students who do not qualify for need-based college aid may be able to use these programs under federal standards of income eligibility. If an aided student's application for a Guaranteed Student Loan is rejected, she may borrow up to the suggested amount from the college's loan funds. Inquiries about student loans should be addressed to Karen Tatro, the assistant director for student loans, in the Office of Financial Aid.

**Campus Jobs.** The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students work eight hours a week, usually for Dining Services in their own houses, with an earnings ceiling of \$1,150. Students in other classes hold regular jobs of 10 hours a week and can earn up to \$1,400. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses rather than billed fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, there is a term-time internship program in concert with the Smith Career Development Office. The college participates in the federally funded College Work-Study Program, which funds up to 80 percent of the earnings of eligible students, some of them in nonprofit, off-campus positions.



**Grants.** Grants are gifts that do not require repayment by the student or her family. We participate in the federal Pell Grant Program and receive a yearly allocation for federal Supplemental Educational Opportunity Grants and Massachusetts state grants. Most grants, however, are awarded from college funds given for this purpose; from more than 125 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by close to 100 Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations, and other organizations; and from general income.

The director of financial aid has available to her a number of named and restricted grants that she assigns, sometimes in consultation with the donor. No separate application is needed. Among the named and special purpose grants are the following:

First Group Scholarships, awarded to students of highest academic achievement, as follows:

*The Neilson Scholarships.* Not more than 15 scholarships, created by the board of trustees in honor of President William Allan Neilson on the completion of 15 years of his administration, are awarded annually to students with documented need who are among the First Group Scholars in the three upper classes.

*The Dwight W. Morrow Scholarships.* Ten scholarships are awarded annually to seniors with need who are among the First Group Scholars.

*The Sophia Smith Scholarships.* These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars, but who have no need for financial aid.

Music Scholarships. Each year the college awards scholarships equal to one-half the cost of lessons in practical music to students who have financial need and who are recommended by the Department of Music. Auditions are held for entering students after the opening of college. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

*The Ernst Wallfisch Scholarship in Music.* A full-year music performance scholarship (vocal or instrumental) to be granted to a first-year student, sophomore, or junior enrolled in a performance course at Smith College, based on merit and commitment.

Army and Air Force ROTC Scholarships. These scholarships are available to certain Smith students who enroll in the ROTC Program through the University of Massachusetts. Army ROTC scholarships are available to selected candidates regardless of major; Air Force ROTC scholarships are available for technical

majors and navigator candidates. For further information about the Army ROTC Program, contact Lieutenant Colonel Ray C. Gordon III, professor of military science, at (413) 545-2321. Information about the Air Force ROTC Program is available from Colonel Robert D. Sponeybarger, professor of aerospace studies, at (413) 545-2437. Inquiries may also be sent in writing to the appropriate department, University of Massachusetts, Amherst, Massachusetts 01003.

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. These students may not reserve a room on campus but may move into a dormitory if space becomes available.

Fellowships awarded for graduate work, including those open to students from foreign countries, are described on pp. 37-38.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 6 p.m. on Friday, between January 18 and July 15. Inquiries may also be addressed to Anne Fisher Keppler, the director of financial aid, at (413) 585-2530, between 10:30 a.m. and 4 p.m. Eastern time.





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## Admission

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**F**rom the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 620 able, motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT and Achievement Tests, or ACT, and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Our financial aid program guarantees aid to every admitted student with documented need so that the cost of a college education will not deter a student from considering Smith seriously. Two-thirds of our student body receive some form of financial assistance through grants, loans, and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses, and Financial Aid, pp. 61–63.

### Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)



- three years of mathematics
- two years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

While we do not give credit for courses taken at a college or university before a student's first year here, such courses may allow her to enroll in more advanced courses at Smith, based on placement exams given here in the fall or at the discretion of the individual departments. We give credit for excellent performance in Advanced Placement, International Baccalaureate, and equivalent foreign examinations.

## Entrance Tests

We require each applicant to take the Scholastic Aptitude Test (SAT) and a minimum of three Achievement Tests, one of which must be in English composition. She should select the other two in fields where she has particular interests and strong preparation. The ACT can be substituted for the SAT and Achievement Tests. We recommend that a candidate take the examinations in her junior year to keep open the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT and Achievement Tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia, and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

## Applying for Admission

A student interested in Smith has three options for applying—Early Decision, Early Evaluation, and Regular Decision.

### Early Decision

A candidate with strong qualifications who selects Smith as her first choice must complete her application by November 15 of her senior year. Her credentials must include midsemester senior grades. A student applying for Early Decision should take her SAT and, if possible, three Achievement Tests before the senior year. If a student has not taken all three of the Achievement Tests, she still may apply for Early Decision with the understanding that she must fulfill the rest of the requirements before the end of her senior year. The ACT may be substituted for the SAT and three achievement tests. We notify Early Decision candidates of the board's decision by December 15. A student who is accepted under the Early Decision Plan must withdraw any applications she has made at other colleges and may not make any further applications. She must pay a nonrefundable enrollment deposit of \$300 by January 1 (see Fees, Expenses, and Financial Aid for more information about deposits). An applicant who is deferred under the Early Decision Plan will automatically be reconsidered with the Regular Decision applicant group in the spring.

### Regular Decision

A student who applies to Smith under the Regular Decision Plan must file the preliminary application form by January 15 and must complete her application by February 1. We will send our decision in early April. An accepted student who intends to come to Smith must pay the enrollment deposit of \$300 by May 1.

### Early Evaluation

A candidate who applies under the Regular Decision Plan may request an Early Evaluation of her chances by marking the appropriate section on the application form and by filing all credentials by January 1. We send Early Evaluations in early February and final decisions in early April, and a candidate makes no commitment to Smith until May 1. Our Early Evaluation letter tells each student one of three things: that we probably will admit her in the spring, that we will defer our decision until April, or that we are unlikely to offer her admission. While there is no early formal appraisal of financial aid, the director of financial aid is always willing to talk with parents on this subject.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paper work for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

## First-Year Students' Admission Deadline Dates

	Early Decision	Early Evaluation	Regular Decision
Submit preliminary application by:	November 15	January 1	January 15
Submit all other parts of the application and application fee by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 15	January 15
Ask your counselor to send senior grades by:	November 15 (first-quarter grades)	January 1 (first-quarter grades)	February 1 (midyear grades)
We notify each candidate by:	mid-December	early February (admission notification only)	mid-April
Submit the \$300 deposit to hold a space in the class by:	January 1	May 1	May 1
Return completed Health Services preadmission form by:	July 15	July 15	July 15

## Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score

of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded).

Advanced Placement credit may be used to allow a student to carry the minimum twelve credits after the first semester of the first year, or to make up a shortage of credits, or, with the approval of the administrative board, to undertake an accelerated course program. A maximum of 32 Advanced Placement credits (one year) may be counted toward the degree. A student entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

A student who completes courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

## International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

## Interview

We require an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is required. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors begin in mid-March.

## Deferred Entrance

An admitted applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to the first-year class for one year if she makes this request in writing to the director of admission by June 1.



## Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. For September entrance, she must apply by February 15. A candidate who lives or attends college a reasonable distance from Northampton should plan to have an interview by November 15 for January entrance and by February 15 for September entrance.

We notify candidates by the middle of April for first-semester entrance and by the middle of December for second semester. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pp. 75–76 of this catalogue.

We require a candidate for the degree of Bachelor of Arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend the junior or senior year abroad.

## Visiting Student Program

Smith College welcomes a certain number of guest students for one year of study. Well-qualified applicants enrolled in an accredited, four-year liberal arts college or university in the United States can come to Smith to pursue particular fields of academic interest and to experience the atmosphere of a residential women's college in its New England setting.

Applicants must furnish a transcript of their college work to date, faculty recommendations, and, where required by the home college, tentative approval of their proposed course program. Information and application material may be obtained by writing to Visiting Student Program, Office of Admission, Smith College, Northampton, Massachusetts 01063.

## International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in

advance of their proposed entrance. The initial letter should include information about the student's complete academic background. A limited amount of financial aid is available for international student applicants; *if aid is needed, this fact should be made clear in the initial correspondence.*

## Readmission

See Withdrawal and Readmission, p. 91.

## Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age. Admission and all other aspects of the program are handled through the Ada Comstock Scholars Program office.

The women who apply to the Ada Comstock Scholars Program come with vastly different backgrounds; to be successful, each must combine academic ability with motivation, stability, and commitment. Each applicant must schedule an appointment to speak with a member of the staff of the Ada Comstock Scholars Program at least two months before the application deadline. We value this personal conversation and the autobiographical essay on the application. Each applicant must request that the institutions she previously attended send all relevant credentials directly to the Ada Comstock Scholars Program. Entrance to the program is in September only, and candidates must complete applications before February 15. We notify candidates by the middle of April for September entrance. Letters from the Office of Financial Aid are mailed at the same time as admission letters.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

A description of the program can be found on pp. 17–18. For more information about fees, expenses, and financial aid for Ada Comstock Scholars, refer to pp. 64–68. Inquiries, either in writing or by phone, may be addressed to Eleanor Rothman, director of the Ada Comstock Scholars Program.





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# Academic Rules and Procedures

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## Requirements for the Degree

The requirements for the Bachelor of Arts degree from Smith College are the completion to a specified standard of 128 credits of academic work. Thirty-six to 48 of these credits must be chosen to satisfy the requirements of the major field; 64 credits must be chosen from outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least two years of academic work, a minimum of 64 credits, in residence at Smith College in Northampton; one of these years must be either the junior or the senior year.

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

## Election of Courses

### Semester Course Load Options

The normal course program consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course load in any semester is 12 credits taken for regular letter grades.

The option to take fewer than the normal 16 credits in a semester is limited by the following restrictions:

A student studying in a Smith College Junior Year Abroad Program is required to carry a course load of at least 32 credits for the academic year.

Introductory-level performance courses in music must be taken above a regular 16-credit program and are counted as two-credit courses.

Advanced Placement credit or summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. See Academic Credit, pp. 86–89.



## Admission to Courses

**Permissions.** Some courses, as designated in the catalogue, require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

Permission by petition to the administrative board is required to enter or drop a year-long course at midyear. The petition must be submitted to the instructor of the course and the chair of the department concerned before it is filed with the class dean.

**Seminars.** Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors, and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

**Special Studies.** Special Studies are normally open only to qualified juniors and seniors. Permission of the instructor and of the department chair is required.

**Student-Initiated Courses.** Student-initiated courses for credit may be proposed by sophomores, juniors, and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

**Independent Study.** Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Internships.** Internships for credit may be proposed by qualified sophomores, juniors, and seniors. Approval of the appropriate department(s) and the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy is required.

**Auditing.** A matriculated student may audit a course on a regular or an occasional basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

**Auditing by Nonmatriculated Students.** A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and upon payment of a fee of \$10 per lecture course (\$75 for performance and language courses). Studio art courses are not open to nonmatriculated students.

## Changes in Course Registration

*During the first 10 class days* (up to September 21 in the first semester, and February 10 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

*After the first 10 class days:*

- A. A student may *enter* a course no later than September 30 in the first semester and February 15 in the second semester with the permission of the instructor, the adviser, and the class dean.
- B. A student may *drop* a course up to 20 class days before the last day of classes (November 11 in the first semester, and April 7 in the second semester):
  - (1) after consultation with the instructor;
  - (2) with the approval of the adviser and the class dean; and
  - (3) provided that at least 12 credits are being carried for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

A course dropped after September 30 in the first semester or February 15 in the second semester will appear on the student's record with the symbol "W" in the grade column, indicating "withdrawal without penalty." The "W" will not be counted in the student's grade point average.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Other colleges' regulations are posted on the official bulletin boards at the beginning of each semester.

## Fine for Late Registration

A student who has not registered for courses by the end of the first 10 class days of a semester will be fined \$25 payable at the time of registration. If she has not completed registration by the end of six weeks, she will be required to withdraw.

## Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester, a period that occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office, the registrar's office, and the college houses. Free bus transportation to and from the institution is available for Five College students. A student may register for a course at one of the other four institutions no later than September 21 in the first semester, and February 14 in the second semester.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pp. 344–350 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including expected dates of examinations and final grades. Regulations governing changes in enrollment in Five College courses are posted on the official bulletin boards at the beginning of each semester. Inquiries should be addressed to the registrar at the appropriate institution.

## Academic Credit

### Grading

Grades are recorded by the registrar at the end of each semester. Grade reports, with a copy for parents, are sent to each student in February and June.

The grades at Smith indicate the following:

A	(4.0): excellent	D+	(1.3)
A–	(3.7)	D	(1.0): poor
B+	(3.3)	D–	(0.7)
B	(3.0): good	E	(0.0): failure
B–	(2.7)		
C+	(2.3)	S:	satisfactory (C– or better)
C	(2.0): fair	U:	unsatisfactory
C–	(1.7)		



**Satisfactory/Unsatisfactory Option.** A course may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

- (1) the instructor approves the option;
- (2) the student declares the grading option by the end of the fourth week of classes (October 5 in the first semester, and February 24 in the second semester); and
- (3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. No more than four credits (Smith or other Five College) may be taken with the satisfactory/unsatisfactory or pass/fail grading option in any one semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

### **Advanced Placement**

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Eight credits are recorded for a score of 4 or 5 on an Advanced Placement examination (except for the Mathematics AB examination, for which four credits are recorded).

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

Advanced Placement credit may be used to allow a student to carry the minimum 12 credits after the first semester of the first year, or to make up a shortage of credits, or, with the approval of the administrative board, to undertake an accelerated course program. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for sophomore standing after completion of the first semester's work.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.



### **Summer-School Credit**

Up to a maximum of 12 credits earned in approved summer-school courses may be counted for the degree. With the approval of the administrative board, the credit may be used to allow students to carry the minimum 12-credit load, or to make up a shortage of credits, or to undertake an accelerated course program.

### **Shortage of Credits**

A shortage of credits incurred through failure or by dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with Advanced Placement credit, or with approved summer-school courses that have been accepted for credit toward the Smith College degree.

A student enters her senior year after completion of a minimum of six semesters and attainment of 96 credits of Smith College or approved transfer credit.

### **Interterm Credit**

No course credit is given for work done during the interterm period at Smith or elsewhere.

### **Repeating Courses**

Normally courses may not be repeated for credit unless previously failed. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department.

### **Academic Standing**

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

### **Academic Probation**

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her parents, and her academic adviser. Instructors of a student on probation are asked to make academic reports to the deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to deter-

mine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study, or to withdraw from the college.

In general, students on probation are advised to take no more than 16 credits. They may not enroll in courses through the Five College interchange, and may be asked to limit their extracurricular commitments. Students on academic probation may not compete in intercollegiate athletics. A student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester.

A first-year student with a grade point average between 1.7 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

### **Standards for Satisfactory Progress**

A student is not making satisfactory progress toward the degree if (1) she remains on academic probation for more than two consecutive semesters, or (2) her record indicates more than an eight-credit shortage for more than two consecutive semesters.

### **Separation from the College**

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college upon the recommendation of this action to the president by the administrative board, the honor board, or the judicial board. Any student who has not registered for courses by the end of the sixth week of the semester will be withdrawn from the college. There will be no refund for tuition or room rent.

### **The Age of Majority**

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit, and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the stu-

dent's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal, and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

## **Leaves, Withdrawal, and Readmission**

### **Absence from the Campus**

A student who is absent from college for more than six weeks in any semester in which she is registered may not receive credit for the work of that semester.

### **Leaves of Absence**

A student not on academic probation who wishes to be away from the college for personal reasons, or to attend another college or university, may take a leave of absence for a first semester or for a full academic year. A request for a leave of absence must be filed with the student's class dean before March 15 of the year preceding the leave. A student who decides after March 15 and prior to May 15 to be away for the succeeding year or semester may request a leave of absence but will forfeit her room deposit fee (\$200).

A student not on academic probation who wishes to complete her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

### **Medical Leave**

If a student leaves the college on the advice of the Health Services for reasons of health, notification will be sent to her parents. When she wishes to return, a full report from her physician must be sent to the college physician for evaluation, and a personal interview may be required before an application for readmission is considered by the administrative board. Certification by the Health Services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

## **Mandatory Medical Leave**

The college may require a mandatory medical leave of any student who, in the opinion of the college physician or coordinator of the Counseling Service, has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

## **Withdrawal and Readmission**

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September should be sent to the registrar before March 1; for readmission in January, before December 1. The administrative board acts upon all requests for readmission.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.





# Courses of Study, 1988-89

	Designation	Academic Division
Major and Minor in the Department of <b>Afro-American Studies</b>	AAS	I
Interdepartmental Major in <b>American Studies</b>	AMS	II
Interdepartmental Major in <b>Ancient Studies</b>	ANS	I/II
Majors and Minor in <b>Anthropology</b>		
(in the Department of <b>Sociology and Anthropology</b> )	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in <b>Archaeology</b>	ARC	I/II
Major and Minors in the Department of <b>Art</b>	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of <b>Astronomy</b>	AST	III
Interdepartmental Major in <b>Biochemistry</b>	BCH	III
Major and Minor in the Department of <b>Biological Sciences</b>	BIO	III
Major and Minor in the Department of <b>Chemistry</b>	CHM	III
Majors and Minors in the Department of <b>Classical Languages and Literatures</b>	CLS	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in <b>Comparative Literature</b>	CLT	I
Interdepartmental Major and Minors in <b>Computer Science</b>	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Simulation and Modeling	CSM	III
Major and Minor in the Five College <b>Dance</b> Department	DAN	I
Minor in the Department of <b>East Asian Languages and Literatures*</b>	EAL	I
Interdepartmental Major and Minor in <b>East Asian Studies</b>	EAS	I/II
Major and Minor in the Department of <b>Economics</b>	ECO	II
Major and Minor in the Department of <b>Education and Child Study</b>	EDC	II
Interdepartmental Minor in <b>Engineering</b>	EGR	III
Major and Minor in the Department of <b>English Language and Literature</b>	ENG	I

**Key:** Division I    The Humanities  
Division II    The Social Sciences and History  
Division III    The Natural Sciences

\*Currently includes Chinese (CHI) and Japanese (JPN)

Interdepartmental Minor in <b>Ethics</b>	ETH	I/II/III
Minor in the Department of <b>Exercise and Sport Studies</b>	ESS	III
Interdepartmental Minor in <b>Film Studies</b>	FLS	I/II
Majors in the Department of <b>French Language and Literature</b>	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of <b>Geology</b>	GEO	III
Major and Minor in the Department of <b>German Language and Literature</b>	GER	I
Major and Minor in the Department of <b>Government</b>	GOV	II
Major and Minor in the Department of <b>History</b>	HST	II
Interdepartmental Minor in <b>History of the Sciences</b>	HSC	I/II/III
Interdepartmental Minor in <b>International Relations</b>	IRL	II
Major and Minor in the Department of <b>Italian Language and Literature</b>	ITL	I
Interdepartmental Minor in <b>Jewish Studies</b>	JUD	I/II
Interdepartmental Major and Minor in <b>Latin American Studies</b>	LAS	I/II
Interdepartmental Minor in <b>Logic</b>	LOG	I/III
Interdepartmental Minor in <b>Marine Sciences</b>	MSC	III
Major and Minor in the Department of <b>Mathematics</b>	MTH	III
Interdepartmental Major and Minor in <b>Medieval Studies</b>	MED	I/II
Major and Minor in the Department of <b>Music</b>	MUS	I
Interdepartmental Minor in <b>Neuroscience</b>	NSC	III
Major and Minor in the Department of <b>Philosophy</b>	PHI	I
Major and Minor in the Department of <b>Physics</b>	PHY	III
Interdepartmental Minor in <b>Political Economy</b>	PEC	II
Major and Minor in the Department of <b>Psychology</b>	PSY	III
Interdepartmental Minor in <b>Public Policy</b>	PPL	II/III
Major and Minor in the Department of <b>Religion and Biblical Literature</b>	REL	I
Majors in the Department of <b>Russian Language and Literature</b>	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in <b>Sociology</b> (in the Department of <b>Sociology and Anthropology</b> )	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of <b>Spanish and Portuguese*</b>	SPP	I
Majors: Spanish	SPN	I
Latin American Literature	SLL	I
Luso-Brazilian Studies	SBS	I
Minors: Spanish Literature	SPL	I
Latin American Literature	SLL	I
Major and Minor in the Department of <b>Theatre</b>	THE	I
Interdepartmental Minor in <b>Third World Development Studies</b>	TWD	I/II
Interdepartmental Minor in <b>Urban Studies</b>	URS	I/II
Interdepartmental Major and Minor in <b>Women's Studies</b>	WST	I/II/III

\*Portuguese language courses are designated POR.

Extrdepartmental Courses in Arabic	ARA	I
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in the History of Western Ideas	IHWI	I/II
Interdepartmental Course in Peace and War Studies	PWS	I/II III
Interdepartmental Courses in Philosophy and Psychology	PPY	I/II
Interdepartmental Course in Statistics for Social Scientists	SSC	II
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	



## Deciphering Course Listings

### Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

- 100 level Introductory courses (open to all students)
- 200 level Intermediate courses (may have prerequisites)
- 300 level Advanced courses (have prerequisites)
- 400 level Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
  - 400 Special Studies
    - 400a/b (variable credit, as assigned)
    - 404a (first semester, four credits)
    - 404b (second semester, four credits)
    - 408d (full year, eight credits)
  - 410 Internships (credits as assigned)
  - 420 Independent Study (credits as assigned)
  - 430d Honors Thesis (full year, eight credits)
  - 431a Honors Thesis (first semester, eight credits)
  - 432d Honors Thesis (full year, 12 credits)
- 500 level Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
  - 580 Special Studies
  - 590 Thesis
- 900 level Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall, a “b” in the spring; a “c” indicates a summer course given abroad; and a “d” indicates a full-year course in which credit is granted after two semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately with the indication that the spring course is a repetition of the fall course. For example:

- ENG 101a Forms of Writing
- ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

- BIO 111a Introduction to Biology
- BIO 112b A continuation of 111a  
Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed “101a, 102b. Prerequisite for 102b is 101a.”

Language courses are numbered to provide consistency among departments.

The introductory elementary course in each language is numbered 100.

The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.

Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and described in that department’s course listings.

### Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors, and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears

in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

## Instructors

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- \* absent for the first semester
- \*\* absent for the second semester
- § director of a Junior Year Abroad Program
- 1 appointed for the first semester
- 2 appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

## Meeting Times

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

## Other Symbols and Abbreviations

- dem.: demonstration course
- lab.: laboratory
- lec.: lecture
- sect.: section
- dis.: discussion
- ( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.

- (C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): In the same department an "L" in parentheses is used to designate lectures that are unrestricted as to size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The dance and theatre departments use an "L" to designate that enrollment is limited.
- P: In these same departments, a "P" indicates that permission of the instructor is required.
- AP: Advanced Placement. See p. 87.
- S/U: Satisfactory/unsatisfactory. See p. 87.
- [ ] Courses in brackets will not be offered during the current year.

## Major and Minor in the Department of Afro-American Studies

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### Associate Professors

Charles Cutler, Ph.D. (Spanish and Portuguese and Afro-American Studies)

Chezia Thompson-Cager, D.A. (Afro-American Studies and Theatre)

### Adjunct Associate Professor

†Carolyn Jacobs, Ph.D.

### Assistant Professor

Alice J. Smith, Ph.D.

### Instructor

Adrianne Andrews, M.A.

### Professor of African Studies

(at Smith College under the Five College Program)

E. Jefferson Murphy, Ph.D.

### Visiting Associate Professor (at Hampshire College)

Reinhard W. Sander, Ph.D.

An intermediate course in Afro-American studies and permission of the instructor are requirements for entering seminars. Students majoring or minoring in Afro-American studies must take 111a or b.

#### 111a Introduction to Black Studies

An introduction to the multidisciplinary field of Black studies, its relationship to women's studies, ethnic studies, the liberal arts, and the social, political, cultural, and economic experience of people of African ancestry, focusing on the United States. Writing and research methods emphasized.

4 credits

*To be announced*

M W F 1-2 p.m.

#### [111b] A repetition of 111a

4 credits

#### 113a Survey of Afro-American Literature: 1760 to Present

A chronological survey of Afro-American literature in all genres from its beginnings to the present day to show the evolution of Afro-American writing as literary art, to lead the student to a comprehension of the historical context of Afro-American literary expression, and to aid the student toward an understanding of the aesthetic criteria of Afro-American literature.

4 credits

*To be announced*

M W F 2:10-3 p.m.

#### 117b History of Afro-American People

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; protest philosophies of W.E.B. DuBois, Booker T. Washington, and Marcus Garvey; the tactics of A. Phillip Randolph, Martin Luther King, Jr., Malcolm X, and Shirley Chisholm.

4 credits

*To be announced*

To be arranged

#### 201a The Literature of French-Speaking African and Caribbean Peoples in Translation

An examination of the cultural, social, and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry, and drama from the early part of the 1900s to the present. Offered in alternate years.

4 credits

*Alice Smith*

T Th 3-4:50 p.m.



**212a Culture and Class in the Afro-American Family**

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural, and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy.

4 credits

*Adrianne Andrews*

T Th 9:30–10:50 a.m.

**SOC 213b Ethnic Minorities in America**

**THE 214b Black Theatre**

**217a History of the Afro-American Woman and the Feminist Movement, 1830 to Present**

The essential concerns of Afro-American women and white feminists. Points of convergence and differentiation and reasons for the association or dissociation between the two groups of women from 1830 to the present. Contemporary tentative attempts between these groups for coalescence. Recommended: 111a or b, 113a, or 117b.

4 credits

*John Bracey*

T Th 3–4:50 p.m.

**[217b] A repetition of 217a**

4 credits

**SOC 218a Urban Sociology**

**[GOV 225a Government and Politics of Sub-Saharan Africa]**

**ANT 231b Africa: A Continent in Crisis**

**237b Major Black Writers: Fiction**

Survey of Afro-American fiction with concentration on the novel.

4 credits

*To be announced*

T Th 1–2:50 p.m.

**[238b Afro-Brazilian Literature and Film]**

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class, race and gender, and the politics of sensuality, food, dance, and music. Movements and individual figures include the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; Abdias do Nascimento and the Black Cultural Alliance; poets of the Rulombhoje movement. Films include: *Black Orpheus*, *Barravento*, *Ganga Zumba*, *Antonio Das Mortes*, *Macunaima*, *The Amulet of Ogum*, and *Tent of Miracles*. To be offered in 1989–90.

**239a The Afro-Luso-Brazilian Triangle**

An interdisciplinary study in translation of literature and political culture in post-World War II Angola, Mozambique, Guinea-Bissau, and Cape Verde. The resistance and reafrikanization movements in Portuguese-speaking Africa, Lusotropicalism, the Brazilian Back-to-Africa movement, and Luso-African culture in New England. Readings will include the poetry of Agostinho Neto, Noémia de Sousa; prose fiction of Luandino Vieira and Lina Magaia; cultural writings of Paulo Freire, Amílcar Cabral, and Abdias do Nascimento; also the African films of Rui Guerra and Sarah Maldoror.

4 credits

*Charles Cutler*

M W F 9:20–10:30 a.m.

**PHI 240a Philosophy and Women**

**241b Comparative Black Poetry: Major Woman Poets**

Modern and contemporary poetry from African and African-American cultures. A comparative study of the aesthetics of the poetry of peoples of African ancestry.

4 credits

*Alice Smith*

T Th 3–4:50 p.m.



**CLT 244a Colonialism and Caribbean Identity***Reinhard Sander***PPL 250b Race and Public Policy in the United States****HST 258a Twentieth-Century Africa: A Modern History****270b The History of the South since the Civil War**

Topics include Reconstruction and its aftermath, the Populist revolt, disfranchisement and segregation, reimposition of white supremacy, the New South, the literary renaissance, the impact of depression and war, industrialization, desegregation, the struggle for civil rights, and the concept of the New South.

4 credits

*To be announced*

To be arranged

**277a The Jazz Age**

An interdisciplinary study of the Afro-American and Anglo-American currents that flowed together in the Roaring Twenties. The politics of "normalcy," the economics of margin, the Harlem Renaissance, suffragism and social feminism, the literature of indulgence and confusion, the transformation of race relations, and the cultural influence of jazz. Recommended background: a survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45. Not open to freshmen.

4 credits

*To be announced*

T Th 1–2:50 p.m.

**[278a The Sixties in America: Conflict, Confrontation, and Concession]**

An interdisciplinary study of the period from 1960 to 1972, the end of the first Nixon presidency. Identification and analysis of the Afro-American cultural and white politico-cultural movements that collided in the period now called "The Second Reconstruction," "The Civil Rights Era," or even "The Elvis Decade." The politics of con-

frontation and civil disobedience, the economics of "guns and butter," the literature of conflict and angst, the polarization of the arts, and the transformation of race relations. The role of Rock, the influence of domestic politics on foreign relations, and the "New" Women's Movement. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 45. Not open to freshmen. To be offered in 1989–90.

4 credits

**279a West African Theatre: Major Writers**

The course will focus on the work of three prominent West African playwrights who use drama to identify and clarify the political, cultural, and economic environment surrounding them. The intent is to familiarize students with the context of the drama and its use of ritualistic artistic forms.

4 credits

*Chezia Thompson-Cager*

T Th 1–2:50 p.m.

**287a History of Africa to the European Contact**

A survey of African cultural, economic, and political development from prehistory to the time of substantial European contact. Using an ethnohistorical approach, the course surveys African cultures and migrations from 6000 B.C. to A.D. 1500; the development of economic and political systems in response to the continent's diverse environments; and the notable states and empires of the Nile Valley, the West African Sudan, the West African forests, central and southern Africa, the Swahili coast, and the interlacustrine region of East Africa.

4 credits

*E. Jefferson Murphy*

M W F 10:40–11:50 a.m.

The following courses are open to qualified juniors and seniors. Permission of the instructor is required.

**[GOV 320a Seminar in Comparative Government]**

### 321b Seminar: Afro-American Folk Culture

The identification and clarification of Afro-American folk culture as an artistic and cultural entity through an examination of its relationship to Western culture. Analysis of values, cultural mores, and artistic expressions through the study of African backgrounds, the oral tradition of the Afro-American slave, the dynamics of the slave community, stereotypes and their relation to folk culture, folk culture of the New South and urban North, evaluation of folk heroes, self-concept, and the artistic image as related to cultural and political forces within the popular culture. Prerequisites: 111a or b, 113a, 117b, 201a, or 237b.

4 credits

*Adrianne Andrews*

Th 7:30–9:30 p.m.

### 326b The Sociocultural Development of the Afro-American Woman

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature.

4 credits

*Adrianne Andrews*

T Th 9:30–10:50 a.m.

### 348b The Literature of the Black Woman

Critical examination of the creative and analytical writings of women of African ancestry through literature and oral testimony. Prerequisite: 111a, 237b or 241b, or permission of the instructor. Enrollment limited to 20.

4 credits

*To be announced*

T Th 9:30–10:50 a.m.

### [369a Seminar: Blacks and American Law]

Selected topics in Black legal history. Historical continuity for the changing relationship between American jurisprudence and Black Americans between 1640 and 1986. Statutory and case law that determined the

role of Blacks in American society and the use of the law by Blacks to gain civil and personal rights in society. Prerequisite: 216a, 103b, GOV 100d, or a course in American history. To be offered in 1989–90.

4 credits

### 404a Special Studies

Required for senior majors.

4 credits

### 404b Special Studies

4 credits

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232a, 340b; ECO 230b; EDC 200b; [GOV 310b]; HST 113a, 114b, [266a], [267b], 272a, 273b, 275a, 276b; SOC 305a.

## The Major

**Adviser:** Chezia Thompson-Cager.

**Adviser for Study Abroad:** Chezia Thompson-Cager.

**Basis:** 111a or b.

**Requirements:** 10 semester courses, in addition to the introductory course, as follows:

1. General concentration. Four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate.
2. Advanced concentration. Five courses organized thematically or disciplinarily.
3. 400a or b: Special Studies (Required for majors in junior or senior year.)

Either an independent, interdisciplinary study of topics in literature, history, sociology, education, etc., under the direction of a departmental adviser; or fieldwork in the form of (1) course-related work in local communities (e.g., Springfield, Holyoke); (2) research and participation in communities elsewhere in the United States; or (3)

study and work abroad (e.g., West or East Africa or the West Indies). These projects are subject to the approval of the Committee on Academic Policy and/or the Committee on Study Abroad. With the permission of the department, majors may receive credit through the junior year abroad at an African university or in the Smith College Junior Year Abroad Program in Geneva or Paris.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

## **The Minor**

**Adviser:** Chezia Thompson-Cager.

**Basis:** 111a or b, and 113a or 117b.

**Requirements:** In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social, and literary study of the Afro-American woman.

## **Honors**

**Director:** To be announced

### **430d Thesis**

8 credits

### **431a Thesis**

8 credits

**Requirements:** the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

## Interdepartmental Major in American Studies

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\*\*Neal E. Salisbury, Ph.D., Professor of History, *Director*

\*Daniel Horowitz, Ph.D., Professor of American Studies and of History

\*Helen Lefkowitz Horowitz, Ph.D., Professor of History and of American Studies

Thomas A. Riddell, Ph.D., Associate Professor of Economics and Director  
(second semester)

Mark Kramer, M.A., Writer in Residence

Marc Pachter, Ph.D., Lecturer

<sup>1</sup>Kevin Sweeney, Ph.D., Assistant Professor

(at Smith College under the Five College Program)

<sup>1</sup>Gene Bunnell, M.C.P., M.P.H., Visiting Lecturer

<sup>2</sup>Mario Montaña, M.A., Visiting Lecturer

<sup>2</sup>Althea K. Nagai, Ph.D., Visiting Lecturer

<sup>1</sup>Richard Todd, B.A., Visiting Lecturer

<sup>1</sup>Donald Weber, Ph.D., Visiting Lecturer

### American Studies Committee

Robert Averitt, Professor of Economics

\*Daniel Horowitz, Professor of American Studies and of History

Helen Lefkowitz Horowitz, Professor of History and of American Studies

Donald Leonard Robinson, Professor of Government

Peter Isaac Rose, Professor of Sociology and Anthropology

Helen E. Searing, Professor of Art

Susan Grigg, Director of the Sophia Smith Collection and the College Archives

and Lecturer in History

Richard Fantasia, Assistant Professor of Sociology and Anthropology

Richard Millington, Assistant Professor of English Language and Literature

Richard J. Parmentier, Associate Professor of Sociology and Anthropology

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Prospective majors should take HST 113a and 114b plus courses in both American and non-American subjects in the humanities and social sciences.

### 201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of two critical periods of cultural transformation: the American Renaissance of the 1840s and 1850s, and the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to

explore such topics as: responses to economic change; ideas of nature and culture; America's relation to Europe; the question of race; the roles of women; family structure, social class, and urban experience. Normally taken in the second semester of the sophomore year. Prerequisite: HST 113a or the equivalent, or permission of the instructors. Not limited to American studies majors.

4 credits

*Helen Lefkowitz Horowitz, Richard Millington*

T Th 1–2:20 p.m.



**202a Methods in American Studies**

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Comparison of nineteenth-century and contemporary data, with focus on studies of gender and sex roles, economic institutions and labor, and ethnic experience. Prerequisites: HST 113a and 114b or the equivalents, and 201b, or permission of the instructor. Enrollment limited to American studies majors.

4 credits

*Richard Parmentier, Director*

M W F 10:40–11:50 a.m.

**210a Topics in New England Studies**

An interdisciplinary overview of New England as an American region. Emphasis on New England history as a series of landscapes, both physical and cultural, which its inhabitants have sought to mold and to understand. The course will include weekly guest lectures by faculty members in the humanities, social sciences, and sciences, as well as several field trips. Prerequisite: HST 113a or the equivalent, or permission of the instructor.

4 credits

*Neal Salisbury*

T 3–4:50 p.m., W 3:10–4 p.m.

**220a Colloquium: City Planning in America, Ideal and Reality**

The course will analyze various utopian writings and plans advocating the kind of ideal community that might be achievable through planning, and will simultaneously introduce the student to how city and town planning is currently practiced in the United States. Particular planning issues, projects, and controversies will be examined to illustrate how social, economic, and political values, as well as legal principles, often come into conflict when attempts are made to regulate land use and development in the public interest. Open to all students except freshmen; not limited to those majoring in American studies. Enrollment limited to 20.

4 credits

*Gene Bunnell*

M 7:30–9:30 p.m.

**220b Colloquium: Hispanic Material Culture in the United States**

This course is designed to introduce students to some of the central approaches in material culture studies and to Hispanic material culture in the U.S. We will be looking at how the different approaches used by historians, anthropologists, and folklorists can enhance the study of Hispanic material culture. The objective is to read and evaluate critically the scholarly literature on Hispanic folk art, folk crafts, architecture, and foodways. The course will consist of lectures, slide presentations, discussions of issues raised in the readings, and presentations by the instructor. To be offered once only. Open to all students except freshmen; not limited to those majoring in American studies. Enrollment limited to 20. (E)

*Mario Montaña*

T 3–4:50 p.m.

**230b The Asian American Experience**

An examination of the immigration and settlement in the United States of East and Southeast Asians, with particular focus on peoples from China, Japan, Korea, and the countries of Indochina, their home culture, acculturation in the U.S., generational changes, and the social and political character of Asian-American communities.

4 credits

*Althea Nagai, Peter Rose*

T Th 9:30–10:50 a.m.

**250a Writing About American Society**

An examination of contemporary American issues through the works of such literary journalists as John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford, and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. Enrollment limited. Admission by permission of the instructor.

4 credits

*Richard Todd*

T 3–4:50 p.m.

**250b A repetition of 250a**

4 credits

*Mark Kramer*

M 7:30–9:30 p.m.

**302a Seminar: The Material Culture of New England, 1630–1830**

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history. Enrollment limited.  
4 credits

*Kevin Sweeney*

M 2–4 p.m.

**340b Symposium in American Studies**

Limited to senior majors.

4 credits

*Helen Lefkowitz Horowitz*

T 3–4:50 p.m.

**404a Special Studies**

Admission by permission of the instructor and the director.

4 credits

**404b Special Studies**

Admission by permission of the instructor and the director.

4 credits

**408d Special Studies**

Admission by permission of the instructor and the director.

8 credits

**Internship at the Smithsonian Institution**

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar, taught by a scholar at the Smithsonian; a tutorial on research methods; and a

research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion, and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) should consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

**410a Tutorial on Research Methods at the Smithsonian**

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded Satisfactory/Unsatisfactory only.

*Donald Robinson, Director*

4 credits

**411a Seminar: Telling Lives: Twentieth-Century American Biography**

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history, and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.

4 credits

*Marc Pachter*

### 412a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.

*Donald Robinson, Director*

8 credits

## Requirements for the American Studies Major

**Advisers:** Robert Averitt, Daniel Horowitz, Helen Lefkowitz Horowitz, Richard Fantasia, Richard Millington, Thomas Riddell, Donald Robinson, Peter Rose, Neal Salisbury, Helen Searing.

Because of the wide ranging interests and methods included within American studies, careful consultation between a student and her adviser is crucial to the planning of the major. Each student and her adviser will work out, at the time of declaring her major, a plan for fulfilling its requirements. These plans may be revised with the approval of the adviser.

In order to focus their studies of American society and culture, students will choose between two concentrations, *Political Economy* and *Cultural Studies*. Students concentrating in *Political Economy* will examine issues of power and equality, public institutions, economic history and structure, political and social movements, and large-scale processes of change such as urbanization, industrialization, and immigration. The *Cultural Studies* concentration will explore America through its characteristic forms of expression—literature, art, religion, philosophy, popular culture, mass media—and the relations between these forms and social, political, and economic structures. The past as well as the present is encompassed in both concentrations, as are questions of race, ethnicity, class, and gender.

Requirements: 12 semester courses, as follows:

1. HST 113a and 114b, or the equivalents.
2. 201b and 202a.
3. Seven courses in the American field, at the intermediate level or above. Five of these courses must be within the student's concentration; two outside of it. At least one of the seven courses must be a seminar.
4. 340b.

In addition, students are strongly urged to take at least one course outside the major that will enable them to make comparisons between America and another culture.

## Honors

**Director:** Neal Salisbury (first semester); Thomas Riddell (second semester).

### 431a Thesis

8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the seven courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

## Diploma in American Studies

**Director:** Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), four other courses in American studies or in one or more of the cooperating disciplines, and a long paper.

**555a Seminar: American Society and Culture**

Topic for 1988–89: Varieties of Dissent: 1600–1880. For Diploma students only.

4 credits

*Donald Weber*

M 7:30–9:30 p.m.

**556b Seminar: American Society and Culture**

Topic for 1988–89: Social and Political Issues since 1880. For Diploma students only.

4 credits

*Peter Rose*

M 7:30–9:30 p.m.



## Interdepartmental Major in Ancient Studies

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**Adviser:** Justina Gregory, Associate Professor of Classical Languages and Literatures

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**Basis:** GRK 100d or LAT 100d or 111b (or the equivalent); HST 102a. Competence in both Greek and Latin is strongly recommended.

**Requirements:** nine semester courses in addition to the basis. Four chosen from GRK 212a, 212b, 324b, [325a], 336a, LAT 212a, 212b, 214a, 214b, 333a, [335b], [336a]; two from HST 203a, [204a], [205b], 206b; and three chosen from ANT 131b, ARC 211a, ART 211b, 212b, 215b, 310b, CLS 227a, 228b, CLT 227a, GOV 260a, PHI 124a, REL 100d, 210b, 220a, 235a, [285b], [287a], [312b], [382b].

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

### Honors

**Director:** Justina Gregory.

#### 431a Thesis

8 credits

**Requirements:** the same as those for the major, with the addition of a thesis.

One examination in ancient history or in classical literature, art, religion, philosophy, or government.

# Majors and Minor in Anthropology

(in the Department of Sociology and Anthropology)

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## Professors

Elizabeth Erickson Hopkins, Ph.D.  
Arthur Shattuck Parsons, M.C.P., Ph.D.,

*Chair*

## Associate Professors

Karen Pfeifer, Ph.D. (Economics)  
Frédérique Apffel Marglin, Ph.D.  
Richard J. Parmentier, Ph.D.

## Assistant Professor

†Donald Joralemon, Ph.D.

## Visiting Lecturer

Richard Reed, Ph.D.

Students are strongly encouraged to complete ANT 130a or b before enrolling in intermediate courses. Freshmen must have permission of the instructor for courses above the introductory level.

### 130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, India, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies.

4 credits

*Richard Reed*

W F 9:20–10:30 a.m.

*Frédérique Marglin*

T 11–11:50 a.m., Th 9:30–11:50 a.m.

### 130b A repetition of 130a

4 credits

*Richard Reed*

W F 9:20–10:30 a.m.

*Frédérique Marglin*

T 11–11:50 a.m., Th 9:30–11:50 a.m.

### 131b Human Evolution

The physiological, social, and ecological premises of human behavior. Primate social and communication systems. The biology of human language. The cultural and physical development of our species from the Australopithecines to the initial empires of the Near East and the Americas. The prospects for modern technology.

4 credits

*Elizabeth Hopkins*

M W 10:40–11:50 a.m.

### 231b Africa: A Continent in Crisis

Traditional sub-Saharan societies and their transformation in modern Africa. The impact of imperial policy, the market economy, and Christianity on traditional institutions and values; the changing roles of women, urbanization, ethnicity, and national identity.

4 credits

*Elizabeth Hopkins*

T 3–4:50 p.m. and additional hour for films

### 232a Politics in Non-Western Societies

The nature of political behavior and the political process. The biology of domination. Survey of traditional political institu-

tions, values, and strategies from the hunting band to the African state and the Inca Empire. Nationalism, political change, and protest in the Third World. Particular emphasis on sub-Saharan Africa and the native Americas.

4 credits

*Elizabeth Hopkins*

T 3–4:50 p.m. and additional hour for films

### 234b Communication in Culture

The structure and function of discourse, artistic expression, and mass media in sociocultural context. Topics include the nature of human communication, functions of language, the relationship between visual and auditory signs, writing and historical awareness, and manipulation of consciousness by advertising and television.

4 credits

*To be announced*

M 7–9:30 p.m.

### 235a Ritual and Myth

Rituals of the life cycle, such as birth, initiation, and death, with particular attention to women's rituals and myths about goddesses and other females in several non-Western cultures, both contemporary and historical.

4 credits

*Frédérique Marglin*

T 1–2:50 p.m., Th 1–2 p.m.

### 236a Economic Anthropology

An introduction to the theories and methods of economic anthropology. Systems of production, consumption, and distribution in kin-ordered tributary and state systems. Case studies will focus on: contributions of Neo-classical and Marxist orientations to anthropological understanding of economic systems; rationality and morality in peasant economies; as well as the creation and role of peasantries in the world economy.

4 credits

*Richard Reed*

W F 10:40–11:50 a.m.

### 237b Native South Americans: Conquest and Development

The impact of colonialism and develop-

ment on tropical forest and Andean Indian societies in South America. Of special interest is the influence of native social and cultural systems in these Indian groups' relations with national and international societies. Case materials will be drawn from Paraguay, Peru, and Brazil.

4 credits

*Richard Reed*

To be arranged

### [241b Development and Threatened Cultures]

The problems facing small, relatively isolated societies at the frontiers of the developing world. The course will focus on case studies of societies from different parts of the world. These case studies will be chosen to illustrate different responses—ranging from extinction to accommodation—to the encounter with “modernizing” forces.

To be offered in 1989–90.

4 credits

### [242b Psychological Anthropology]

The anthropological study of problems in psychological and psychiatric theory, including the nature of “primitive” thinking and the relationship between the individual and culture. Historical consideration of theoretical and methodological issues in psychological anthropology, such as the mechanisms of cultural learning, the notion of psychological well-being of the individual, the cross-cultural handling of psychiatric disease, and the cultural determination of modes of thought. To be offered in 1989–90.

4 credits

### 244b The Cross-Cultural Construction of Gender

The meaning of “male” and “female” in several cultures from different areas of the world. Issues addressed will include the nature/culture dichotomy, cultural constructions of female power, and the universality of male dominance.

4 credits

*Frédérique Marglin*

T 1–2:50 p.m., Th 1–1:50 p.m.

### 246b Urban Anthropology

An introduction to the theories and methods of urban anthropology, focusing on differences between urban and rural societies, and diversity within cities. Case materials will analyze economic stratification and cultural diversity in Latin American cities, with additional materials drawn from Africa and the United States. Students will research and write an ethnography of an urban subculture. To be offered once only. (E)

4 credits

*Richard Reed*

To be announced

### [248a Medical Anthropology]

The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. To be offered in 1989–90.

4 credits

### SOC 250a Theories of Society

#### 330a History of Anthropological Theory

The history of anthropological ideas and practices from the nineteenth century to the present. Topics include social evolutionism; French and British structuralism; culture, and personality; cultural materialism; ethnohistory; Marxist analysis; and symbolic anthropology. Prerequisite: 130a or b or 131a or permission of the instructor.

4 credits

*Richard Parmentier*

W 7–9:30 p.m.

#### 331a Language, Symbol, and Meaning: Explorations in Semiotic Theory

The analysis of theories of culturally created systems of meaningful signs and symbols. Focus on perspectives from structural linguistics, pragmatic philosophy, and functional aesthetics. Topics include the nature of the sign, the structure of semiotic codes, the relationship between linguistic and

nonlinguistic systems, and the analysis of poetry, visual art, and literary textuality. Prerequisite: 234b or permission of the instructor.

4 credits

*Richard Parmentier*

M 7–9:30 p.m.

#### 335b Knowledge and Power: Ethnography Examined

Since the 1960s anthropology has entered a period of crisis sparked by the post-war critique of colonialism and the process of decolonization. Moreover, the right of Western anthropologists to represent other societies has come under critical scrutiny. This course will focus on two related issues: the political implications of doing fieldwork and writing ethnographies, and the politics and limits of representation. Prerequisites: 130a or b.

4 credits

*Frédérique Marglin*

Th 3–4:50 p.m.

#### 340b Seminar: The Dynamics of Change: Traditional Identity and Modernization in the Third World

The impact of European political and economic expansion since the sixteenth century. Factors in the transformation or tenacity of traditional institutions and values with particular reference to the pressures of modernization, the changing roles of women, Christianity and sectarian protest, and strategies of resistance and evasion in the national arena. Case studies will focus on sub-Saharan Africa and the native Americas. Permission of the instructor is required.

4 credits

*Elizabeth Hopkins*

M 7:30–9:30 p.m.

#### 341a Seminar: Politics of the Supernatural

The exploration of the supernatural as an instrument of political action. Comparative survey of witchcraft, cults, and sectarian Christianity as vehicles of protest and change. Selected case studies from Africa,



the native Americas, Europe, and contemporary America. Permission of the instructor is required.

4 credits

*Elizabeth Hopkins*

M 7:30–9:30 p.m.

### [342b Kinship in the Structure of Society]

In contrast to the extensive institutional differentiation of complex industrialized societies, many “traditional” non-Western societies are characterized by an integrating social structure based on kinship relations that organizes diverse cultural domains such as ritual, political organization, cosmology, economics, and leadership. This course compares several ethnographic case studies exemplifying important variants of social structure found in Africa, Oceania, North America, Australia, Southeast Asia, Indonesia, and India. Prerequisite: 130a or b or permission of the instructor. To be offered in 1989–90.

4 credits

## General Courses

### 404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major in Anthropology

**Advisers:** Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Richard Parmentier.

**Adviser for Study Abroad:** Richard Parmentier.

**Requirements:** 10 semester courses above the basis.

**Required courses:** 130a or b or 131b (basis), 330a, one anthropology seminar, and four additional courses in anthropology. Of the remaining four courses, two must be in anthropology or sociology; two may be in the department or in other departments with the approval of the adviser.

Majors may spend the junior year abroad if they meet the college's requirements. Students planning to major in the department and to spend the junior year abroad should take at least one but preferably two semester courses in the major during the sophomore year.

Students majoring in anthropology are encouraged to consider a fieldwork program at a university or academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Dahomey, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore, and the Philippines. Majors concentrating on archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts.

## The Major in Sociology and Anthropology

**Advisers:** Patricia Ewick, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Richard Parmentier, Arthur Parsons, Peter Rose.

**Requirements:** 10 semester courses above the basis.

SOC 101a or b (basis) and ANT 130a or b (basis), SOC 250a, ANT 330a, SOC 201b or SOC 305a, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Anthropology

**Advisers:** Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Richard Parmentier.

**Basis:** 130a or b or 131b.

**Requirements:** in addition to the basis, five elective courses are required, one of which must be either 330a or a seminar.

## Honors

**Director:** Richard Parmentier.

**Basis:** 130a or b for the Anthropology Major, ANT 130a or b and SOC 101a or b for the Sociology and Anthropology Major.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

### 432d Thesis

12 credits

**Requirements:**

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430d, 432d) written during two semesters, or a thesis (431a) written during one semester.
3. An oral examination on the thesis.

## Interdepartmental Minor in Archaeology

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### Advisers

George Armelagos, Professor of Anthropology, UMass

John Betlyon, Associate Professor of Religion and Biblical Literature, *Director*

H. Allen Curran, Professor of Geology

†Bruce Dahlberg, Professor of Religion and Biblical Literature

\*\*Karl Donfried, Professor of Religion and Biblical Literature

Justina Gregory, Associate Professor of Classical Languages and Literatures

Elizabeth Hopkins, Professor of Sociology and Anthropology

Caroline Houser, Associate Professor of Art

Arthur Keene, Associate Professor of Anthropology, UMass

Barbara Kellum, Assistant Professor of Art

The program in archaeology is an interdepartmental complement to departmental majors. Students may elect the program in archaeology to enhance their work in any discipline, particularly in art, history, anthropology, religion, or classics. Archaeological methods will be applied to various disciplines and will aid the student in developing her analysis of information and data within these related fields.

### 211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry, drawing on material selected from art history, religion, anthropology, history, classics, and Near Eastern studies. Students will consider archaeological method and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of prehistorical, historical, and more contemporary human life.

4 credits

*John Betlyon*

M W F 10:40–11:50 a.m.

**REL 277b Native American Religion in the Desert Southwest: An Archaeological Study in Sacred Space**

4 credits

*John Betlyon*

M W F 10:40–11:50 a.m.

### 404a Special Studies

By permission of the Advisory Committee, for junior or senior minors.

4 credits

### 404b Special Studies

4 credits

## The Minor

Requirements: a total of six courses, as outlined below:

1. 211a.
2. Fieldwork is normally required. Students may elect a field experience approved by the Advisory Committee on the Interdepartmental Program in Archaeology. Credit for academically approved fieldwork will count as one of the required six courses for the minor and may count toward work done in one of the two concentrations.
3. Four courses are to be chosen from one of two track concentrations: classical and Near Eastern archaeology or anthropological archaeology. No more than two courses in any single department may be counted toward the major. Intensive and full-year language courses are strongly recommended; only one semester's

credit from language work may count toward the requirements for the minor, although LAT 111b, LAT 100d, GRK 100d, and REL 100d are either full-year courses or the equivalent and receive two semesters' credit toward the degree.

a) Classical and Near Eastern

Archaeology:

[ART 209b Etruscan Art]

[ART 210b Art of Egypt and the Aegean Bronze Age]

ART 211a The Art of Greece

ART 212b The Art of Rome

[ART 214b Greek Sculpture]

ART 215b Ancient Cities and Sanctuaries

ART 310b Studies in Greek Art

GRK 100d Elementary Greek

LAT 100d Elementary Latin

LAT 111b Intensive Elementary Latin

HST 102a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.–A.D. 325

[HST 204a The Roman Republic]

[HST 205b The Roman Empire]

[HST 207a Islamic Civilization to the Fifteenth Century]

REL 100d Biblical Hebrew

[REL 225a The Mediterranean World of the Early Christian Apostles]

[REL 312b Archaeology in Biblical Studies]

b) Anthropological Archaeology:

ANT 131b Human Evolution

[REL 312b Archaeology in Biblical Studies]; and the following courses within the Department of Anthropology at the University of Massachusetts, Amherst:

[150 Ancient Civilization]

[208 Human Ecology]

[220 Research Techniques in Physical Anthropology]

325 Analysis of Material Culture

337 Meso-American Archaeology

397 Survey Archaeology (I)

397 Archaeology and History of the Andes (II)

421 Prehistoric Cultural Ecology

[481 Research Methods in Anthropology]

529 Archaeology of Northeastern North America

577 Archaeological Field School (summer session)

578 Theory and Method in Archaeology

[649 European Prehistory]

4. A final course, 404a or b, may be elected for Special Studies. Advisers for Special Studies will come from the Advisory Committee. This course may count toward either of the two tracks, as appropriate.

It is strongly recommended that students take GEO 100a or b in conjunction with the minor.



## Major and Minors in the Department of Art

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### Professors

†Elliot Offner, M.F.A.  
Helen Searing, Ph.D., *Chair*  
Marylin Martin Rhie, Ph.D. (Art and East  
Asian Studies)

### Associate Professors

\*Chester J. Michalik, M.F.A.  
\*\*Gary L. Niswonger, M.F.A.  
\*Jaroslaw Volodymyr Leshko, Ph.D.  
<sup>1</sup>Susan Heideman, M.F.A.  
Caroline Houser, Ph.D.  
Dwight Pogue, M.F.A.  
Craig Felton, Ph.D.  
A. Lee Burns, M.F.A.

### Assistant Professors

Barbara A. Kellum, Ph.D.  
Janis Theodore, M.F.A.

\*\*Stephen Petegorsky, M.F.A.  
C. Stanley Lewis, M.F.A.  
Arnold W. Klukas, Ph.D.  
Christopher Couch, Ph.D.

### Instructor

Mel McCombie, M.A.

### Lecturers

Ruth Mortimer, M.S.  
Richard Joslin, M.Arch.  
<sup>2</sup>Gwen Fabricant, B.A.

### Adjunct Lecturer

Ann Sievers, A.M.

Many courses are offered in alternate years, and students should plan their schedules accordingly.

All studio courses and some history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take such a course and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available in the departmental office. Final selection will be made by the instructor, based on this list.

Students planning to major or to do honors work in art will find that courses in literature, philosophy, religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is recommended for historical courses. BIO 200d is recommended for students with a special interest in landscape architecture. Each of the historical courses may require

one or more trips to Boston, New York, or the vicinity for the study of original works of art.

Majors who have received Advanced Placement credit but do not pass the ART 100d exemption exam are expected to take ART 100d and are not expected to use their Advanced Placement credit for the major.

## A. Historical Courses

### 100d History of World Art

Major representative works of World art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Both semesters must be completed in order for credit to be given. Art majors are expected to take this course for a letter grade.

*Caroline Houser, Director (first semester);*

*Barbara Kellum, Director (second semester)*  
8 credits

*Members of the Department*

M W F 10:40–11:50 a.m.

**AMS 220a City Planning in America,  
Ideal and Reality**

**202b The History of City Planning and  
Landscape Design**

A survey of changing attitudes toward the form, structure, and symbolic image of cities and gardens. The effects of practical concerns and theoretical ideals on urban design traced through the study of specific examples and texts. The formal landscape of gardens, villas, and parks is also emphasized, with attention to related aspects of architecture, painting, and literature. Prerequisite: 100d or permission of the instructor. Offered in alternate years.

4 credits

*To be announced*

T Th 1–2:50 p.m.

**[203b The Art of Sub-Saharan Africa (E)]**

4 credits

**204b Pre-Columbian Art and  
Architecture (E)**

4 credits

*Christopher Couch*

M W F 8–9:10 a.m.

**205a Great Cities**

Topic for 1988–89: Pompeii. The fabric and image of the city seen in planning, architecture, and the works of artists and writers. Attention to the city as an ideal and an example, dealing with it from its foundation to the present, though major periods are emphasized. Prerequisite: 100d.

4 credits

*Barbara Kellum*

T Th 1–2:50 p.m.

**207a The Art of China**

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the

trade routes of Central Asia. Alternates with 208a.

4 credits

*Marilyn Rbie*

M W F 1–2 p.m.

**[208a The Art of Japan]**

The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 207a. To be offered in 1989–90.

4 credits

**[209b Etruscan Art]**

An examination of the forms of painting, sculpture, and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C. The “irregularities” of Etruscan art, its relation to Greek art, and the questions it poses to our conception of the canon of Western art are explored. Offered in alternate years. To be offered in 1989–90.

4 credits

**[210b The Art of Ancient Egypt and the  
Aegean Bronze Age]**

The architecture, sculpture, painting, and minor arts of Egypt and of Cyclades, Crete, and the Greek mainland between 3000 and 1000 B.C. The course will consider the rediscovery of the art of these civilizations in modern times and the modern interpretations of the art. The course will include museum trips. To be offered in 1989–90.

4 credits

**211a The Art of Greece**

Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years.

4 credits

*Caroline Houser*

T Th 9:30–10:50 a.m.

**212b The Art of Rome**

A consideration of the art of the Roman world as the first “modern art” in terms of

the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, seen within the context of the social, political, and religious environment that produced them. Offered in alternate years.

4 credits

*Barbara Kellum*

M W F 1–2 p.m.

### 213b The Art of India

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period, and the Mughal-Rajput period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain, and Muslim religions. Offered in alternate years.

4 credits

*Marylin Rhie*

M W F 1–2 p.m.

### [214b Greek Sculpture]

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. To be offered in 1989–90.

4 credits

### 215b Ancient Cities and Sanctuaries

A study of selected Egyptian, Greek, and Roman sites as revealed by archaeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. Offered in alternate years.

4 credits

*Caroline Houser*

T Th 11–11:50 a.m. and a third hour to be arranged

### [216b Images of Women in Ancient Art]

The varying depictions of women in art from the Neolithic period through the Roman empire analyzed as reflections of attitudes toward women and their changing roles in society. Special emphasis on the representations of women in Greek and

Roman painting and sculpture in exploring themes like the symbolism of clothing and coiffure, women in religious cults, women at work. To be offered in 1989–90. (E)  
4 credits

### [HST 218b Thought and Art in China]

#### [221a Early Medieval Art]

Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Recommended background: 100d. Offered in alternate years. To be offered in 1989–90.

4 credits

#### 222a Romanesque Art

Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth century with emphasis on England, France, Germany, and Spain. Recommended background: 100d, or 221a. Offered in alternate years.

4 credits

*Arnold Klukas*

M W F 1–2 p.m.

#### 224b Gothic Art

Architecture, sculpture, and painting from the mid-twelfth through the fourteenth century with emphasis on France, England, and Germany. Recommended background: 100d. Offered in alternate years.

4 credits

*Arnold Klukas*

M W F 2:10–3 p.m.

### FLS 231b Great Directors: Max Ophüls

#### [232a Northern European Art of the Reformation Era]

Painting, sculpture, and the graphic arts in Austria, France, Germany, and the Netherlands in the sixteenth century. Special attention to the work of Dürer. Recommended background: 100. Offered in alternate years. To be offered in 1989–90.

4 credits



**233a Early Italian Renaissance Art**

Painting, sculpture, and architecture from 1225–1475. Recommended background: 100d. Offered in alternate years.

4 credits

*Craig Felton*

M W F 9:20–10:30 a.m.

**235b Italian Sixteenth-Century Art**

Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100d. Offered in alternate years.

4 credits

*Craig Felton*

M W F 9:20–10:30 a.m.

**[241a Baroque Art]**

Major works of painting and sculpture of the seventeenth century, especially in Italy, France, and Spain, will be emphasized. Recommended background: 100d. Offered in alternate years. To be offered in 1989–90.

4 credits

**242b Dutch and Flemish Art of the Sixteenth and Seventeenth Centuries**

Special consideration given to the work of Bruegel, Rubens, and Rembrandt and to the development of landscape, portraiture, and genre painting. Offered in alternate years.

4 credits

*To be announced*

M W F 10:40–11:50 a.m.

**[243b Art of the Spanish Habsburgs]**

From Charles V, Holy Roman Emperor (Charles I of Spain), in the mid-sixteenth century to Charles II, the last of the line, at the end of the seventeenth century; a survey of patronage, especially of painting during Spain's "Golden Age": El Greco, Ribera, Velázquez, Zurbarán, Murillo. Recommended background: 100d. Offered in alternate years. To be offered in 1989–90.

4 credits

**246a Art of the Eighteenth Century in Europe**

Painting, architecture, and sculpture in Europe, with emphasis on developments in

England and France. Recommended background: 100d. Offered in alternate years

4 credits

*Helen Searing*

M W F 10:40–11:50 a.m.

**[251a Nineteenth-Century Art]**

From Goya and Jacques Louis David through the impressionist and post impressionist painters. Recommended background: 100d. To be offered in 1989–90.

4 credits

**252b History of Photography**

A survey of photography and photographers in Europe and America.

4 credits

*Mel McCombie*

M W F 8–9:10 a.m.

**[253a The Arts in America]**

The art of Colonial America and the early republic, from the seventeenth century to 1900, including architecture, sculpture, painting, and the decorative arts. Recommended background: 100d. Offered in alternate years. To be offered in 1989–90.

4 credits

**[254b The Arts in America]**

American art and architecture from 1900 through the 1980s. To be offered in 1989–90.

4 credits

**256b Contemporary Art**

Twentieth-century movements in Europe and America. Recommended background: 100d or 251a.

4 credits

*Jaroslav Lesbko*

T Th 1–2:50 p.m.

**257b American Architecture and Urbanism**

The history of building and city planning in America, with special emphasis on the past 200 years. Recommended background: 100d. Normally offered in alternate years



4 credits

*Helen Searing*

T Th 9:30–10:50 a.m.

### 260b The History of Graphic Arts

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100. Enrollment limited to 25. Offered in alternate years.

4 credits

*To be announced*

M W 3:10–4 p.m., and one hour to be arranged

### 261a The Composition of Books

A survey of the printed book as an art form from the fifteenth to the twentieth century. Admission by permission of the instructor. Enrollment limited to 12.

4 credits

*Ruth Mortimer*

Th 3–4:50 p.m.

### REL 273b Chinese Buddhism and Buddhist Art

### EAS 279a The Art and Culture of Tibet

### [290a Colloquium: Architectural Studies]

To be offered in 1989–90.

4 credits

### 291a Colloquium: Art Historical Methods

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisite: 100d, or by permission of the instructor. (E)

4 credits

*Barbara Kellum*

Th 3–4:50 p.m.

## Seminars

### 310b Studies in Greek Art

Topic for 1988–89: Originals, Copies, and Fakes.

4 credits

*Caroline Houser*

Th 3–4:50 p.m.

### 331b Studies in Northern European Art

Topic for 1988–89: To be announced.

4 credits

*To be announced*

T 3–4:50 p.m.

### [333b Studies in Italian Renaissance Art]

To be offered in 1989–90.

4 credits

### 348a English Art, Architecture, and Design in the Nineteenth Century

Emphasis on the relationships among literature, social theory, and the arts. Normally offered in alternate years.

4 credits

*Helen Searing*

W 2:10–4 p.m.

### 352b Colloquium: Art and Society

Art patronage in European centers of the Renaissance and Baroque periods, with primary focus in Italy.

4 credits

*Craig Felton*

T 1–2:50 p.m.

### 354a Studies in American Art

Topic for 1988–89: Contemporary Art and Criticism.

4 credits

*Mel McCombie*

T 1–2:50 p.m.

### 356b Studies in Twentieth-Century Art

4 credits

*Jaroslav Lesbko*

W 2:10–4 p.m.

### 357a Introduction to Museum Problems

Topic for 1988–89: To be announced.

Admission by permission of the instructor.

4 credits

*Ann Sievers*

M 2:10–4 p.m.

### [361a Studies in Graphic Art]

Concentration on prints of the nineteenth and twentieth centuries in the Smith Museum. To be offered in 1989–90.

4 credits

**[375b Studies in Asian Art]**

To be offered in 1989–90.

4 credits

**404a Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**Graduate**

For information about graduate work in art, application should be made to the chair of the department.

**Adviser:** Craig Felton.

**580a Advanced Studies**

4 or 8 credits

**580b Advanced Studies**

4 or 8 credits

**580d Advanced Studies**

8 credits

**590d Research and Thesis**

8 credits

**B. Studio Courses**

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ART 100d requirement in the freshman or sophomore year.

All studio courses require extensive work beyond the six scheduled class hours.

**Introductory Courses**

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20 per section. Two 100-level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor.

**161a Design Workshop I**

An introduction to visual experience through a study of the basic principles of design.

4 credits

*Stephen Petegorsky, Director*

*Janis Theodore, M W 8–10:50 a.m.*

*Lee Burns, M W 1–4 p.m.*

*To be announced, T Th 8–10:50 a.m.*

*Stephen Petegorsky, T Th 1–4 p.m.*

*To be announced, To be arranged*

**161b A repetition of 161a**

4 credits

*Lee Burns, Director*

*Gwen Fabricant, M W 8–10:50 a.m.*

*Janis Theodore, M W 1–4 p.m.*

*To be announced, T Th 8–10:50 a.m.*

*To be announced, T Th 1–4 p.m.*

**162a Design in an Electronic Environment**

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 20.

4 credits

*Gary Niswonger*

*T Th 8–10:50 a.m.*

**163a Drawing I**

An introduction to visual experience through a study of the basic elements of drawing.

4 credits

*Stanley Lewis, Director*

*To be announced, M W 8–10:50 a.m.*

*Susan Heideman, M W 1–4 p.m.*

*Janis Theodore, M W 1–4 p.m.*

*Stanley Lewis, T Th 8–10:50 a.m.*

*Dwight Pogue, T Th 1–4 p.m.*

**163b A repetition of 163a**

4 credits

*Janis Theodore, Director*

*Janis Theodore, M W 8–10:50 a.m.*

*To be announced, M W 1–4 p.m.*

*To be announced, T Th 8–10:50 a.m.*

**[171a Introduction to the Materials of Art]**

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. To be offered in 1989–90.

4 credits

**Intermediate Courses**

Unless stated otherwise, the prerequisite for intermediate courses is two introductory courses.

**262b Design Workshop II**

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Lee Burns*

*M W 1–4 p.m.*

**264a Drawing II**

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Gary Niswonger*

*M W 8–10:50 a.m.*

**264b A repetition of 264a**

Enrollment limited to 15.

4 credits

*Stanley Lewis*

*T Th 8–10:50 a.m.*

**[265b Color]**

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper, and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. To be offered in 1989–90.

4 credits

**266a Painting I**

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisites: 161a or b and 163a or b, or permission of the instructor.

4 credits

*Susan Heideman*

*M W 9:10–11:50 a.m.*

**266b A repetition of 266a**

4 credits

*Stanley Lewis*

*T Th 1–4 p.m.*

**[267a Watercolor Painting]**

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor.

Enrollment limited to 15. To be offered in 1989–90.

4 credits

**269a Offset Printmaking I**

Printmaking using the flat-bed offset press with hand-drawn lithographic plates. One project will feature photo halftone printmaking. May be repeated once for credit. Prerequisites: 163a or b and permission of the instructor. Enrollment limited to 12.

4 credits

*Dwight Pogue*

*T Th 9–11:50 a.m.*

**270b Offset Monoprinting**

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 15.

4 credits

*Dwight Pogue*

T Th 9 a.m.–12 noon

**[271a Graphic Arts]**

Methods of printmaking, with emphasis on lithographic techniques. Prerequisites: 161a or b, 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years. To be offered in 1990–91.

4 credits

**[272a Intaglio Techniques]**

An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, 163a or b, and permission of the instructor. Enrollment limited to 15. To be offered in 1989–90.

4 credits

**273a Sculpture I**

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Lee Burns*

M W 9:10–11:50 a.m.

**[275b An Introduction to Printing]**

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor. To be offered in 1989–90.

4 credits

**[276b Calligraphy and Lettering]**

The art of writing and constructing letters and the use of calligraphy and lettering as

design. Enrollment limited to 16. To be offered in 1989–90.

4 credits

**[277a Woodcut]**

The art of cutting images in relief in wood, printing from the woodblocks in black, white, and colors. Prerequisite: 161a or b or permission of the instructor. Enrollment limited to 15. To be offered in 1989–90.

4 credits

**280a Introduction to Architecture, City Planning, and Landscape Design**

Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24.

4 credits

*Richard Joslin*

M W 9:10–11:50 a.m.

**281b A continuation of 280a**

Prerequisite: 280a. Enrollment limited to 24.

4 credits

*Richard Joslin*

M W 9:10–11:50 a.m.

**282a Photography I**

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: 161a or b, 163a or b, or permission of the instructor.

4 credits

*Stephen Petegorsky*

T Th 9:10–11:50 a.m.

**282b A repetition of 282a**

4 credits

*Chester Michalik*

W F 9:10–11:50 a.m.

**Advanced Courses**

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.



**362a Painting II**

Painting from models, still-life, and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor.

4 credits

*Stanley Lewis*

T Th 1–4 p.m.

**362b A repetition of 362a**

4 credits

*Gwen Fabricant*

M W 1–4 p.m.

**[368b Offset Printmaking]**

Printmaking using the flat-bed press, with emphasis on monotype. Prerequisite: at least one of the following: 266a or b, 267a, 268a, 271a, 272a, or 275b. Admission by permission of the instructor. Enrollment limited to 12. To be offered in 1989–90.

4 credits

**369b Offset Printmaking II**

Advanced study in offset printmaking. Emphasis on color printing with exploration of various wash and spray methods. One project will feature photo-printmaking. Prerequisites: 269a and/or permission of the instructor. Enrollment limited to 12.

4 credits

*Dwight Pogue*

T Th 1–4 p.m.

**[372b Graphic Arts II]**

Topic for 1989–90: Intaglio. Advanced study in printmaking, with emphasis on etching or lithography. Emphasis alternates yearly. Prerequisite: 271a, 272a, or permission of the instructor. Enrollment limited to 15. To be offered in 1989–90.

4 credits

**374b Sculpture II**

Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273a and permission of the instructor.

4 credits

*Lee Burns*

M W 9:10–11:50 a.m.

**[376b Printing and Graphic Art]**

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. To be offered in 1989–90.

4 credits

**381a Architecture**

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor.

4 credits

*Richard Joslin*

M W 1–4 p.m.

**381b A continuation of 381a**

Prerequisite 381a.

4 credits

*Richard Joslin*

M W 1–4 p.m.

**382b Photography II**

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor.

4 credits

*Chester Michalik*

W F 1–4 p.m.

**[383b Problems in Landscape Design]**

Prerequisite: 281b or permission of the instructor. To be offered in 1989–90.

4 credits

**404a Special Studies**

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included. Time to be announced.

**Honors****Co-directors of the Honors Committee:**

Lee Burns, Barbara Kellum.

Basis: 100d.

**430d Thesis**

8 credits

Requirements: The basis for the major, with [303] optional but recommended for art history majors. The candidate will undertake a yearlong project or thesis (430d) for 8 credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

**Graduate****581a Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture**

4 credits

*Members of the Department***581b Studies in Design, Drawing, Painting, Photography, Graphic Art, or Sculpture**

4 credits

*Members of the Department***582d Architecture**

8 credits

**583d Landscape Architecture**

8 credits

**The Major**

**Advisers:** Lee Burns, Craig Felton, Susan Heideman, Caroline Houser, Barbara Kellum, Arnold Klukas, Jaroslaw Leshko, Stanley Lewis, Chester Michalik, Gary Niswonger, Stephen Petegorsky, Dwight Pogue, Helen Searing.

**Adviser for Study Abroad:** Caroline Houser.

Based on 100d, or 100d and 161a or b and 163a or b. Majors are advised that there is one art major, whether Plan A, B, or C, and at least 16 courses must be taken outside the art department. Normally, 100d should be completed by the end of the sophomore year.

**Plan A**

Basis: 100d.

Requirements: 100d and one course in Section B, plus seven semester courses in Section A, including three from three of the six areas Alpha through Omega. The course in Section B should be taken no later than the first semester of the senior year. Students are required to take at least one seminar in the history of art and to write at least one research paper, which ordinarily will be written for a seminar (not a term paper for a 200-level course); it may be an honors or Special Studies project.

**Areas Alpha—Omega**

Note: All courses are one semester; they may vary as to a and b.

Alpha—Ancient: 209; 210; 211; 212; 214; 215; 310; 315.

Beta—Medieval: 221; 222; 224; 321.

Gamma—Renaissance: 231; 232; 233; 235; 331; 333.

Delta—Baroque and Rococo: 241; 242; 243; 246; 253; 342.

Epsilon—The past 200 years: 251; 252; 254; 255; 256; 257; 258; 348; 351; 356; 359.

Zeta—Non-Western: 203; 204; 207; 208; 213; HST 218; EAS 278; EAS 279; REL 273; REL 274.

Omega—More than one historical period: 202; 205; 260; 261; 291; 361; 404.

Note: 290 and 352 will vary depending on the topics which change each time the courses are given.

### Plan B

Basis: 100d, 161a or b, and 163a or b.

Requirements: the basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Omega.

Majors are strongly urged to take at least one seminar. With the approval of the adviser, two semester courses in closely related subjects offered by other departments may be counted as credit toward the major.

### Plan C

Basis: 100d, 280a, 281b, and 161a or b or 163a or b (or its equivalent).

Requirements: two additional semester courses in three-dimensional design and architectural drafting (e.g., 381a or b, 383b, 262b, and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which cover architectural and urbanistic monuments: thus 202, 205, 215, 222, 224, 234, 244, 246, 255, 257, 258, 290, 359), and/or their equivalents in other valley institutions, of which three should be courses from two of the six areas Alpha through Omega. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

## The Minors

### Plan 1

**Advisers:** Helen Searing, Barbara Kellum.

Architecture and Urbanism: seeks to draw together the department's offerings in architectural history into a cohesive unit. ART 100d is recommended. The requirements are:

ART 202b History of City Planning and Landscape Design  
ART 205a Great Cities (topic differs each time it is offered)

Choose four courses from the following:

AMS 220a City Planning in America, Ideal and Reality  
ART 215b Ancient Cities and Sanctuaries  
ART 257b American Architecture and Urbanism

[ART 290a Colloquium: Architectural Studies]

### Plan 2

**Advisers:** Members of the art history faculty.

Art history: designed for those who wish to focus some of their attention on art history but who do not choose to major in the history of art. The requirements are: (1) 100d; (2) any three courses in art history at the 200 level; and (3) any one course in art history at the 300 level.

With this skeletal structure, the student may construct a minor as specific or comprehensive as she desires, with advising.

### Plan 3

**Advisers:** Gary Niswonger, Dwight Pogue, Ruth Mortimer.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) 163a or b (basis); (2) 260a History of Graphic Arts or 261a, Composition of Books; and (3) any four from: [268], [271], [272], [275], [276], [277], 282, [335a], [372], [376], 382, of which one should be at the 300 level or a continuation of one medium.

#### **Plan 4**

**Advisers:** Members of the studio faculty.

Studio art: designed for those who wish to focus some of their attention on studio art but who do not choose to major in studio. The requirements are: (1) 161a or b and 163a or b (basis); (2) any three courses in studio art at the 200 level; and (3) any one course in studio art at the 300 level.



## Major and Minor in the Five College Department of Astronomy

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### Associate Professors

Richard E. White, Ph.D.  
Suzan Edwards, Ph.D.

### Five College Lecturers

Thomas Travis Arny, Ph.D. (Associate Professor, University of Massachusetts)  
Tom R. Dennis, Ph.D. (Associate Professor, Mount Holyoke College)  
William A. Dent, Ph.D. (Professor, University of Massachusetts)  
Robert L. Dickman, Ph.D. (Associate Professor, University of Massachusetts)  
Paul F. Goldsmith, Ph.D. (Professor, University of Massachusetts)  
George S. Greenstein, Ph.D. (Professor, Amherst College)  
Edward Robert Harrison, F.Inst.P. (Professor, University of Massachusetts)  
William Michael Irvine, Ph.D. (Professor, University of Massachusetts)  
Susan G. Kleinmann, Ph.D. (Associate Professor, University of Massachusetts)

John Kwan, Ph.D. (Professor, University of Massachusetts)  
F. Peter Schloerb, Ph.D. (Associate Professor, University of Massachusetts)  
Stephen E. Schneider, Ph.D. (Assistant Professor, University of Massachusetts)  
Michael F. Skrutskie, Ph.D. (Assistant Professor, University of Massachusetts)  
Ronald L. Snell, Ph.D. (Associate Professor, University of Massachusetts)  
Karen M. Strom (Senior Researcher, University of Massachusetts)  
Stephen E. Strom, Ph.D., *Chair* (Professor, University of Massachusetts)  
Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)  
David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)  
Judith S. Young, Ph.D. (Associate Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an

observatory on the roof of McConnell Hall; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-2194) for the time of the first class meeting.

**100a A Survey of the Universe**

An overview of ancient and modern understanding of the cosmos, including an introduction to celestial motions and an exploration of current ideas concerning the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, galaxies, clusters of galaxies, and the universe as a whole. This course is designed for non-science majors. There are occasional evening laboratories for demonstration of the Amherst College planetarium, constellation identification, and optical observing with the telescopes of the Five College Astronomy Department.

4 credits

*Richard White*

M W F 10:40–11:50 a.m.; plus occasional evening observing sessions

**111b Introduction to Astronomy**

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces, and atmospheres; stars—their formation, structure, and evolution; and the universe—its origin, overall structure, and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102a or the equivalent.

4 credits

*Richard White*

M W F 9:20–10:30 a.m., lab M 7 p.m.

**219b FC19b Astronomy I: Planetary Science**

Introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. Prereq-

uisites: one semester of calculus and one semester of physical science

4 credits

*William Dent*

T Th 2:30–3:45 p.m. at UMass

**220b FC20b Cosmology**

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111a or b and one physical science course.

4 credits

*To be announced*

M W 2:30–3:45 p.m. at Amherst

**221a FC21a Astronomy II: Stars and Stellar Evolution**

Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: MTH 111a or b and PHY 115a.

4 credits

*David Van Blerkom*

T Th 2:30–4:45 p.m. at Amherst

Evening labs at Mount Holyoke to meet on an unscheduled basis

**222b FC22b Astronomy III: Galactic and Extragalactic Astronomy**

Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisite: 221a.

4 credits

*Tom Dennis*

T Th 2:30–3:45 p.m. at Mount Holyoke  
Evening labs at Mount Holyoke to meet on  
an unscheduled basis

### 234b FC34b History of Astronomy

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the eighteenth and nineteenth centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology.

4 credits

*David Van Blerkom*

T Th 2:30–3:45 p.m. at UMass

### [335b FC35b Stellar Evolution and Nucleosynthesis]

The chemical elements of which we are made were formed by nuclear reactions billions of years ago in stars and in supernova explosions. This course details those processes by discussion of the following topics: principles of stellar structure; methods for constructing numerical models for stars; evolutionary sequences of models; the death of stars; comparison between model calculations and observations; the abundances and history of the chemical elements. Assignments include experiments with computer models. Astronomy background not required. Prerequisites: MTH 112a or b and 221a or 222b or PHY 115a. To be offered in 1989–90.

4 credits

### 337a FC37a Observational Optical Astronomy

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: MTH 112a or b and 221a and 222b.

4 credits

*Suzan Edwards, Karen Strom*

M W 2:30–4:00 p.m. at Smith, plus an evening lab to be arranged

### 338b FC38b Observational Radio Astronomy

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: PHY 116b, or permission of the instructor.

4 credits

*Ronald Snell, Paul Goldsmith*

T Th 2:30–3:45 p.m. at UMass

### 343a FC43a Astrophysics I: Stellar Structure

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Prerequisites: PHY 214b and 220b, or permission of the instructor.



4 credits

*Edward Harrison*

M F 1:25–2:45 p.m. at UMass

### **344b FC44b Astrophysics II: Cosmic Electrodynamics and Hydrodynamics**

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor. Immediate application of techniques learned to diverse astronomical phenomena. Prerequisite: 343a or permission of the instructor.

4 credits

*John Kwan*

M F 1:25–3:20 p.m. at UMass

### **404a Special Studies**

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.

4 credits

### **404b Special Studies**

4 credits

## **The Major**

**Advisers:** Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics, and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to consider a double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

Freshmen considering an astronomy major should enroll in PHY 115a in the fall semester and begin astronomy with 111b or 219b in the spring semester.

Basis: 221a and 222b.

Requirements: 12 semester courses, including the basis, PHY 115a and 116b, three courses selected from MTH 211a or b, 212a or b, 222a, and 225a, and two astronomy courses at the 300 level. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

## **The Minor**

**Advisers:** Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing, or science education.

Basis: 111b or 221a.

Requirements: Six semester courses, including the basis, PHY 115a and 116b, and three further intermediate or advanced astronomy courses, including 222b.



## Honors

**Directors:** Suzan Edwards, Richard White.

**Prerequisites:** 221a and 222b.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

## Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640 Galactic and Extragalactic  
Astronomy

UMass 700 Independent Study

UMass 717 Plasma Astrophysics

UMass 730 Radio Astrophysics

UMass 731 Radio Astronomy

UMass 732 Numerical Techniques  
in Experimental Physics  
and Astronomy

UMass 741 The Interstellar Medium

UMass 746 Solar System Physics

UMass 748 Cosmology and General  
Relativity

UMass 843 Stellar Atmospheres

## Interdepartmental Major in Biochemistry

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### Advisers

George Fleck, Professor of Chemistry

**\*\***Stylianios Scordilis, Associate Professor of Biological Sciences

**\*\***Steven Williams, Associate Professor of Biological Sciences

David Bickar, Assistant Professor of Chemistry, *Acting Director*

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Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 210a and CHM 221a and b before the junior year.

### 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids; mechanisms of conformational change and cooperativity; bioenergetics, enzymes, and regulation. Prerequisites: BIO 210a and CHM 221b.

4 credits

*David Bickar*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m.

### CHM 335a Physical Chemistry of Biochemical Systems

### 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 335a or CHM 332b.

4 credits

*David Bickar*

Lec. T Th 9:30–10:50 a.m.; lab M 1–4 p.m.

### CHM 357b Selected Topics in Biochemistry

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major

Requirements: BIO 111a, 112b, 210a, 219b, or 222a; CHM 111a or 115a, 221a and 221b, 331a and 332b or 335a; BCH 252b, 352a; plus one course in BIO or CHM having CHM 221b as a prerequisite.

Recommended courses: students planning further study in biochemistry are advised to include PHY 115a and 116b, CHM 331a and 332b, and courses in mathematics beyond Calculus II.

## Honors

**Director:** Stylianios Scordilis.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

Requirements: same as for the major, and a research project (430d, 432d) pursued throughout the senior year. An examination in biochemistry and an oral presentation of the honors thesis.

## Major and Minor in the Department of Biological Sciences

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### Professors

Carl John Burk, Ph.D.  
David Andrew Haskell, Ph.D.  
Elizabeth Ann Tyrrell, Ph.D.  
Jeanne A. Powell, Ph.D.  
Stephen G. Tilley, Ph.D.  
Philip D. Reid, Ph.D., *Chair*  
Robert B. Merritt, Ph.D.  
Margaret Anderson Olivo, Ph.D.  
Richard Francis Olivo, Ph.D.

### Associate Professors

\*\*Richard T. Briggs, Ph.D.  
\*\*Stylianios P. Scordilis, Ph.D.  
\*\*Steven A. Williams, Ph.D.

### Assistant Professors

Virginia Hayssen, Ph.D.  
Gisela F. Erf, Ph.D.

### Lecturers

Richard H. Munson, Ph.D.  
Mary Helen Laprade, Ph.D.

### Laboratory Instructor

Graham R. Kent, M.Sc.

### Teaching Fellows

Deborah Anable, B.A.  
Wendy Boland, B.A.  
Janet Glover, B.S.  
Johanna Phillips, B.A.

### Assistant Professor

(at Smith College under  
the Five College Program)

\*\*Paulette Peckol, Ph.D.

The following six courses are designed primarily for students outside the biological sciences. These courses do not count toward the requirements for the major in Biological Sciences, except for the second semester of 200d.

#### 100b Microbiology

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended.

4 credits

*Elizabeth Tyrrell*

T Th 9:30–10:50 a.m.

#### 104a Human Biology

A study of the systems of the human body, their functions, development, and genetics,

as they relate to health, disease, and human society.

4 credits

*Elizabeth Tyrrell, Jeanne Powell*

T Th 9:30–10:50 a.m.; lab W 1–3 p.m.

#### 107b Brains and Computers

An introduction for the nonscientist to information processing by brains and by computers. The detection of color and pattern serves as a unifying example to examine basic aspects of brain function, mechanisms of vision in people and animals, nonmathematical aspects of how computers work, and the production and detection of images by computers. The course should be of particular appeal to students in the visual arts. Three hours of lectures and demonstrations.

4 credits

*Richard Olivo*

M W F 2:10–3 p.m.

### 200d Horticulture

Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Second semester may be counted within the departmental major.

8 credits

*Richard Munson*

Lec. T Th 8–9:20 a.m.; lab T Th 9:30–10:50 a.m.

### 206a Plants and Human Welfare

An introduction to botany and horticulture for nonscience majors. The course introduces students to the various plant collections at Smith College, including those in the Lyman Plant House and the campus grounds and gardens. The use of plants for food and fiber is also stressed, as are the agricultural practices used to produce them.

4 credits

*Philip Reid*

M W F 2:10–3 p.m.

### 207a Conservation of Natural Resources

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. One previous semester of college science strongly recommended. One fall field trip.

4 credits

*John Burk*

T Th 9:30–10:50 a.m.

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are not required to take 111a or 112b. Students may be exempted from 111a and/or 112b by passing a departmental placement examination.

### 111a Introduction to Biology

An introduction to the study of life at the cellular level. The molecular composition of living systems, the structure and organization of the cell, the biology of organisms, and the molecular bases of inheritance will be examined.

4 credits

*Philip Reid, Richard Briggs, Graham Kent*

Lec. M W F 10:40–11:50 a.m.

Lab M 1–2:50 p.m.; T 9:30–11:20 a.m.;

T 1–2:50 p.m.; T 3–4:50 p.m.; W 1–2:50

p.m.; Th 9:30–11:20 a.m.; Th 1–2:50 p.m.;

F 1–2:50 p.m.

### 112b A continuation of 111a

An introduction to life at the organismal, population, and community levels. Topics to be treated include classical genetics, evolution, taxonomy, the kingdoms of organisms, form and function in plants and animals, and the ecology of populations and communities. Prerequisite: 111a.

4 credits

*David Haskell, Stephen Tilley, Graham Kent*

Lec. M W F 10:40–11:50 a.m.

Lab M 1–2:50 p.m.; T 9:30–11:20 a.m.;

T 1–2:50 p.m.; T 3–4:50 p.m.; W 1–2:50

p.m.; Th 9:30–11:20 a.m.; Th 1–2:50 p.m.;

F 1–2:50 p.m.

### 210a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Prerequisites: completed basis for the major.

4 credits

*Stylianos Scordilis, Gisela Erf*

Lec. M W F 8–9:10 a.m.; lab M T or Th 1–4 p.m.

### 211b Genetics

A course in molecular, population, and evolutionary genetics. Topics will include transmission genetics, DNA structure and replication, gene expression and regulation, DNA mutation and repair, recombinant DNA/genetic engineering, inbreeding,



selection, genetic drift, quantitative inheritance, and developmental genetics. Prerequisites: completed basis for the major.  
4 credits

*To be announced*

Lec. M W F 10:40–11:50 a.m.; lab M or T 1–4 p.m.

### 212a Plant Biology

Plant structure and function at the cellular, organismal, and community levels; survey of the plant kingdom.

4 credits

*David Haskell*

Lec. M W F 1–2 p.m.; lab Th 1–4 p.m.

### 216b Vertebrate Biology

A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates from ostracoderms to oryx.

4 credits

*Virginia Hayssen*

Lec. T Th 9:30–10:50 a.m.; lab W 1–4 p.m. or Th 1–4 p.m. and two Saturday field trips

### 217a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Major groups studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, cnidarians, and echinoderms. Parasitism is considered as a biologically important symbiotic relationship. A field trip to the Massachusetts coast will be scheduled.

4 credits

*Mary Laprade*

Lec. T Th 9:30–10:50 a.m.; lab T Th 1–2:50 p.m. or T Th 3–4:50 p.m.

### 218b Plant Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes, principles of classification, and identification of local flora. Fieldwork.

4 credits

*John Burk*

Lec. Th 3–4:50 p.m.; lab F 1:10–4 p.m.

### 219b Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: completed basis for the major.

4 credits

*Philip Reid*

Lec. T Th 9:30–10:50 a.m.; lab M 1–4 p.m.

### 221a General Bacteriology

Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisites: completed basis for the major.

4 credits

*Elizabeth Tyrrell*

Lec. M W F 1–2 p.m.; lab W F 2:10–4 p.m.

### 222a Animal Physiology

The strategies and mechanisms evolved by animals for dealing with movement, neural and hormonal control, circulation, respiration, fluid regulation, excretion, and digestion. Prerequisites: completed basis for the major.

4 credits

*Margaret Olivo*

Lec. M W F 9:20–10:30 a.m.; lab Th or F 1–4 p.m.

### 223a Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Four hours of laboratory or fieldwork, with an optional all-day field trip.

4 credits

*Stephen Tilley*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m.

### 224a Plant Ecology

A study of plant communities and the relationship between plants and their environment, with emphasis on fieldwork and review of current literature.

4 credits

*John Burk*

Lec. Th 3–4:50 p.m.; lab F 1–4 p.m.

### 225b Evolution and Systematics

The evolutionary process, primarily in diploid, sexually reproducing organisms.

Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and macroevolutionary patterns.

4 credits

*Stephen Tilley*

Lec. T Th 9:30–10:50 a.m.

### 226a Marine Ecology

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. The laboratory applies concepts discussed in lecture and includes field trips. Prerequisite: 111a, 112b, or GEO 108b.

4 credits

*Paulette Peckol*

T Th 9:30–10:50 a.m. (at UMass); lab M or T 1–4 p.m. (at Smith College)

### BCH 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids.

Mechanisms of conformational change and cooperative activity; Bioenergetics, enzymes and regulation. Prerequisites: BIO 210a and two semesters of organic chemistry.

4 credits

*David Bickar*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m.

### 300b Neurophysiology

The physiology of nervous systems, with an emphasis on cellular aspects. Topics include: sensory receptors, visual processing, ionic basis of nerve cell potentials, synapses, neural networks. Prerequisites:

210a, or 222a, or PSY 211a and a year of chemistry.

4 credits

*Richard Olivo*

Lec. M W F 9:20–10:30 a.m.; lab Th 1–4 p.m.

### 301a Histology

A study of animal tissues, including their composition, origin, differentiation, microscopic anatomy, function, and arrangement in organs. Prerequisite: 210a.

4 credits

*Richard Briggs*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4 p.m. and Th 11–11:50 a.m.

### [302a Molecular Biology]

The basis of molecular structure and function, with particular emphasis on protein biochemistry and related techniques of physical biochemistry. Prerequisites: 210a and two semesters of organic chemistry. Offered in alternate years. To be offered in 1989–90.

4 credits

### [303b Introduction to Biological Fine Structure]

An introduction to the basic theory of electron microscopy, discussion of recent advances in the fine structure of biological materials, and practice in the basic techniques of transmission and scanning electron microscopy. Admission by permission of the instructor. Prerequisite: 210a. To be offered in 1989–90.

4 credits

### [304a Embryology]

A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 210a, 211b, or permission of the instructor. To be offered in 1989–90.

4 credits

### 305a Morphology of Algae and Fungi

Studies in the structure, reproduction, phylogeny, classification, and significance of prokaryotes, algae, and fungi. Prerequisite: 212a or permission of the instructor.

4 credits

*David Haskell*

Lec. M W F 9:20–10:30 a.m. and one hour to be arranged.

**307b Morphology of the Land Plants**

Studies in the structure, reproduction, phylogeny, classification, and significance of bryophytes, ancient vascular plants, and modern vascular plants including the ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 212a or permission of the instructor.

4 credits

*David Haskell*

Lec. M W F 9:20–10:30 a.m. and one hour to be arranged.

**[308b Principles of Virology]**

Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 221a and two semesters of organic chemistry. To be offered in 1989–90.

4 credits

**309a Molecular Genetics**

The molecular basis of gene transmission and expression; the organization of genes and their regulation; uses of molecular cloning in genetic analysis. The laboratory uses the techniques of molecular cloning and microbial genetics. Prerequisites: 211b or BCH 252b and two semesters of organic chemistry, or permission of the instructor. Recommended: 221a.

4 credits

*Steven Williams*

Lec. M W F 10:40–11:50 a.m.; lab Th 1–4:50 p.m.

**310b Immunology**

An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies, and immunopathology. Prerequisite: 210a. Recommended: 211b and 221a.

4 credits

*Gisela Erf*

Lec. M W F 9:20–10:30 a.m.; lab Th 1–4:50 p.m.

**311b Developmental Biology**

A study of the experimental evidence for interacting systems in fertilization, cleavage, gastrulation, and the differentiation of tissues and organs, with special emphasis on the cellular and molecular mechanisms in development of organisms. Prerequisite: 210a and two semesters of organic chemistry, or permission of the instructor.

4 credits

*Jeanne Powell*

Lec. M W F 8–9:10 a.m.; lab T 1–4:50 p.m.

**312a Biochemical Physiology**

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Prerequisites: 210a and two semesters of organic chemistry. Offered in alternate years.

4 credits

*Stylianios Scordilis*

M W F 10:40–11:50 a.m.

**313a Biology of Populations**

An analysis of genetic, evolutionary, and ecological phenomena at the population level. Laboratories treat introductory biological statistics, genetics and demography of natural populations, and computer simulation. Prerequisite: 211b and 223a or 225b. Recommended: at least one course in mathematics. Offered in alternate years.

4 credits

*To be announced, Stephen Tilley*

Lec. M W F 9:20–10:30 a.m.; lab M 1–4 p.m.

**[316b Biogeography]**

Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. To be offered in 1989–90.

4 credits

**317a Animal Behavior**

An analysis of the what, how, and why of behavior with emphasis on independent discovery and thought.



4 credits

*Virginia Hayssen*

Lec. T 1–4 p.m.; lab Th 1–4:50 p.m. and one hour to be arranged.

#### 400a Special Studies

Variable credit as assigned

#### 400b Special Studies

Variable credit as assigned

### Seminars

#### 360a Topics in Molecular Biology

Presentation and discussion of current research on eukaryotic gene expression in differentiating and mature tissue. Emphasis will focus on such approaches as gene cloning, genetic engineering and applications to genetic disorders.

4 credits

*Jeanne Powell*

W 7:30–9:30 p.m.

#### [361b Topics in Cellular Biology]

To be offered in 1989–90.

4 credits

#### 362b Topics in Organismal Biology

Topic for 1988–89: Pathogenesis of Infectious Disease. Readings and discussion of host-parasite relationships. Two oral presentations and a long paper on a selected microbial disease, with emphasis on the parasite itself, effects on the host, and impact on the community. Prerequisite: 221a, 222a, 310b, or permission of the instructor.

4 credits

*Elizabeth Tyrrell*

Th 7–9:30 p.m.

#### [363b Topics in Evolutionary Biology]

To be offered in 1989–90.

4 credits

#### 364b Topics in Environmental Biology

Student presentations, discussion, and written critical analyses of contemporary and controversial topics in the field of environ-

mental sciences. Prerequisite: 223, 224, or 226 and permission of the instructor.

4 credits

*Paulette Peckol*

Th 1–4 p.m. and one hour to be arranged

### The Major

**Advisers:** students should choose their advisers, according to their interests, from the following list:

Botany: David Haskell, Philip Reid.

Cell and molecular biology: Richard Briggs, Steven Williams (first semester); Jeanne Powell (second semester).

Environmental and evolutionary biology: Stephen Tilley, John Burk, Paulette Peckol (first semester).

General biology: Mary Laprade.

Marine biology: John Burk, Paulette Peckol (first semester).

Microbiology: Elizabeth Tyrrell.

Neurobiology: Richard Olivo.

Zoology: Mary Laprade, Virginia Hayssen.

**Adviser for Study Abroad:** Philip Reid.

Prospective majors should take CHM 111a or 115a, and BIO 111a and 112b. Note that two semesters of organic chemistry are prerequisites for a number of 300-level courses.

There are currently two alternative sets of requirements for the major.

**Requirements for students beginning their study of biology in 1986–87 and thereafter:**

a) Basis: [1986–87, 1987–88] 105a and 106b, CHM 101a and 101b or CHM 102a and 102b.

b) Basis: [1988–89] 111a and 112b, CHM 111a or CHM 115a.

**Distribution:** three courses, one from each of three fields:

A. Cell biology: 210a.

B. Genetics: 211b.

C. Organismal biology: 212a, 216b, 217a.



D. Physiology: 219b, 221a, 222a.

E. Evolutionary and environmental biology: 218b, 223a, 224a, 225b, 226a.

Advanced courses: two courses at the 300 level, at least one of which must be chosen from the department's offerings.

Additional courses: Altogether, 48 credits are required for the major. Electives may be any courses acceptable for the major.

Up to eight credits in the major may be acquired from among the following: CHM 221a or 222b (second semester of organic chemistry), CHM 223a, BCH 352a, GEO 231a, MTH 107b, PSY 113a or b, PSY 311a or b. Special Studies must be taken above the requirements for the major.

**Requirements for students who began their study of biology prior to 1986–87:** Students in this category should see their advisers for the requirements.

## The Minor

**Advisers:** The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise six semester departmental courses. These courses must include 111a, 112b, and one 300-level course. No more than one course designed primarily for nonmajors may be included in the six.

## Honors

**Director:** David Haskell.

Basis: the same as that for the major.

**430d Thesis**  
8 credits

**432d Thesis**  
12 credits

Requirements: the same as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis. 430d or 432d may substitute for one 300-level course.

An oral presentation and defense of the thesis.

## Marine Sciences

See pp. 262–263.

## Neuroscience

See p. 283.

## Graduate

**Adviser:** Elizabeth Tyrrell.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

### 501a Advanced Studies in Molecular Biology

4 credits

*Members of the Department*

### 501b Advanced Studies in Molecular Biology

4 credits

*Members of the Department*

### 502a Advanced Studies in Botany

4 credits

*Members of the Department*

### 502b Advanced Studies in Botany

4 credits

*Members of the Department*

### 503a Advanced Studies in Microbiology

4 credits

*Members of the Department*

**503b Advanced Studies in Microbiology**

4 credits

*Members of the Department*

**504a Advanced Studies in Zoology**

4 credits

*Members of the Department*

**504b Advanced Studies in Zoology**

4 credits

*Members of the Department*

**[505a Advanced Vertebrate Anatomy]**

Detailed comparative analysis of one or more organ systems, with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work.  
4 credits

**506a Advanced Studies in Environmental Biology**

4 credits

*Members of the Department*

**506b Advanced Studies in Environmental Biology**

4 credits

*Members of the Department*

**507a Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

4 credits

*Members of the Department*

**507b Seminar on Recent Advances and Current Problems in the Biological Sciences**

Selected topics for reading and individual reports.

4 credits

*Members of the Department*

**590a Research and Thesis**

4 credits

**590b Research and Thesis**

4 credits

**590d Research and Thesis**

8 credits

**Premedical and Prehealth Professional Programs**

**Advisers:** Låle Burk (Chemistry), Thomas Derr (Religion), Stuart Rosenfeld (Chemistry), Elizabeth Tyrrell (Biological Sciences), Virginia White (Chemistry)

Students may prepare for medical school by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance to most medical schools. These requirements are one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

## Major and Minor in the Department of Chemistry

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### Professors

George Morrison Fleck, Ph.D.

†Kenneth Paul Hellman, Ph.D.

Thomas Hastings Lowry, Ph.D., *Chair*

Robert G. Linck, Ph.D.

### Associate Professor

Stuart Rosenfeld, Ph.D.

### Assistant Professors

Dorothy Ellen Hamilton, Ph.D.

David Bickar, Ph.D.

Sharon M. Palmer, Ph.D.

### Lecturer and Laboratory Supervisor

\*Låle Aka Burk, Ph.D.

### Laboratory Instructor

Virginia White, M.A.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry in the freshman year and are advised to complete MTH 112a or b and PHY 115a and 116b as early as possible.

All intermediate courses require as a prerequisite a year of General Chemistry or an Advanced Placement score of 4 or 5. Students who wish to elect 111a or 115a, and who offer entrance units in chemistry, must take the departmental placement examination at the opening of the college before the beginning of classes.

### 100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; improving the environment. No prerequisite. Four hours of lecture, discussion, and demonstrations. Field trips will be scheduled.

4 credits

*Dorothy Hamilton and Members of the Department*

T Th 9:30–10:50 a.m. and one additional hour to be arranged

### 111a Chemistry I: General Chemistry

An introductory course dealing with atomic and molecular structure and properties and with chemical reactions. The laboratory includes basic techniques of chemical synthesis and analysis.

5 credits

*George Fleck, Virginia White*

M W F 9:20–10:30 a.m., lab M T W or

Th 1–3:50 p.m. or Th 9–11:50 a.m.

### 115a Chemistry I: General Chemistry

A course dealing with atomic and molecular structure and properties, and a detailed treatment of chemical reactions. For students with strong preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis.

5 credits

*Dorothy Hamilton, Virginia White*

M W F 9:20–10:30 a.m., lab M or T 1–3:50 p.m. or T 9–11:50 a.m.

### 221a Organic Chemistry

An introductory course in the theory and practice of organic chemistry. Organic nomenclature, structure, and spectroscopy, and the chemistry of saturated and unsaturated hydrocarbons, alkyl halides, and alcohols. Prerequisite: two semesters of

General Chemistry. Not offered after 1988–89.

4 credits

*Thomas Lowry, Lâle Burk*

Lec. M W F 9:20–10:30 a.m.; lab M T W or Th 1–3:50 p.m. or Th 9–11:50 a.m.

### 221b A continuation of 221a

The chemistry of ethers, the carbonyl group, amines, and aromatic substances.

Prerequisite: 221a. Not offered after 1988–89.

4 credits

*Thomas Lowry*

M W F 9:20–10:30 a.m., lab M T W or Th 1–3:50 p.m. or T or Th 9–11:50 a.m.

### 222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature, physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, and cycloalkanes. Prerequisite: 111a or 115a.

5 credits

*Stuart Rosenfeld, Lâle Burk*

M W F 9:20–10:30 a.m., lab M T W or Th 1–3:50 p.m. or T or Th 9–11:50 a.m.

### 246b Analytical Chemistry

A laboratory-oriented course in quantitative chemical analysis emphasizing the practice of volumetric and gravimetric experimental methods, and the theory of solution equilibria. Introduction to instrumental analysis. Prerequisites: two semesters of General Chemistry. Two lectures and two laboratories.

4 credits

*George Fleck*

Lec. T Th 9:30–10:50 a.m.; lab T 1–4:50 p.m. and Th 1–3:50 p.m.

### 305a Advanced Laboratory

Advanced techniques of experimentation in the synthesis and identification of organic and inorganic substances. Prerequisites: 221a and b. Two lectures and two laboratories.

4 credits

*Stuart Rosenfeld*

Lec. T Th 11–11:50 a.m.; lab M 1–4 p.m. and W 1–3:50 p.m.

### 306b A continuation of 305a

Synthesis of inorganic and organic substances, with emphasis on characterizing the physical properties of those substances. Prerequisite: 305a. Two lectures and two laboratories.

4 credits

*Robert Linck*

Lec. T Th 11–11:50 a.m., lab T 1–4:50 p.m. and Th 1–3:50 p.m.

### 309a Discussions in Contemporary Chemistry

A course focusing on current research in chemistry. Discussions will include novel experimental and theoretical techniques and detailed examination of research results. Since topics will change each semester, this course may be taken as many as four times. For senior majors and juniors with permission of the chair.

2 credits

*Members of the Department*

W 7:30–9:30 p.m.

### 309b A repetition of 309a

2 credits

*Members of the Department*

To be arranged

### 323b Organic Mechanisms

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 221a and b and 332b or 335a, which may be taken concurrently.

4 credits

*To be announced*

To be arranged

### 331a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: two semesters of General Chemistry; MTH 112a or b, MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended.

4 credits



*To be announced*

Lec. M W F 9:20–10:30 a.m.; lab M or F  
1–3:50 p.m.

**332b** A continuation of 331a

The macroscopic viewpoint: chemical kinetics and chemical thermodynamics with applications to gases, solutions, homogeneous and heterogeneous equilibria, and electrochemistry. Prerequisite: 331a.

4 credits

*To be announced*

Lec. M W F 9:20–10:30 a.m.; lab M or F  
1–3:50 p.m.

**335a Physical Chemistry of Biochemical Systems**

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 221a and b and MTH 112a or b.

4 credits

*George Fleck*

Lec. M W F 8–9:10 a.m.; lab Th or F  
1–3:50 p.m.

**BCH 352a Biochemistry II: Biochemical Dynamics****357b Selected Topics in Biochemistry**

A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: BCH 352a, or permission of the instructor.

4 credits

*David Bickar*

To be arranged

**363a Advanced Inorganic Chemistry**

A study of topics in inorganic chemistry. Prerequisites: 221a and b and 331a and 332b.

4 credits

*Robert Linck*

M W F 10:40–11:50 a.m.

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Lâle Burk.

Required courses: 111a or 115a; 221a and b; 246b; 305a and 306b; 331a and 332b; 363a. Majors should, if possible, elect 331a and 305a concurrently, and also 332b and 306b concurrently.

Students planning graduate study in chemistry are advised to include PHY 115a and 116b and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses meets the requirements of the American Chemical Society for eligibility for professional standing.

**The Minor**

**Advisers:** Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information.

In selecting the two elective courses, the student may choose different emphases. A laboratory emphasis might include 246b and 305a, or 305a and 306b. A biochemical emphasis might include 335a and BCH 352a. A theoretical emphasis might include 331a and 332b. An inorganic emphasis might include 331a and 363a.

Required courses: 111a or 115a; 221a and b; and two additional semester courses in

chemistry. Special Studies 404a and 404b normally may not be used to meet the requirements for the minor.

## Honors

**Director:** Thomas Lowry.

### 430d Thesis

8 credits

### 432d Thesis

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

## Majors and Minors in the Department of Classical Languages and Literatures

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### Associate Professors

Justina Winston Gregory, Ph.D.  
Thalia Alexandra Pandiri, Ph.D. (Classical  
Languages and Literatures and  
Comparative Literature), *Chair*

### Assistant Professors

Scott A. Bradbury, Ph.D.  
Nancy J. Shumate, Ph.D.

### Visiting Lecturer

Valerie Warrior, Ph.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies (interdepartmental). Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 24).

Students planning to major in classics or in ancient studies are advised to take relevant courses in other departments such as art, English, history, philosophy, and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 212b for credit.

Credit is not granted for the first semester only of an introductory language course.

### Greek

#### GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings.

8 credits

*Thalia Pandiri*

M W F 9:20–10:30 a.m.

#### GRK 212a Attic Prose and Drama

Prerequisite: 100d.

4 credits

*Justina Gregory*

M W F 10:40–11:50 a.m.

#### GRK 212b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor.

4 credits

*Valerie Warrior*

M W F 10:40–11:50 a.m.

#### GRK 221b Prose Composition

Prerequisite: 212b or permission of the instructor. One class hour.

2 credits

*Nancy Shumate*

To be arranged

#### GRK 324b Plato and Aristophanes

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Thalia Pandiri*

M W F 10:40–11:50 a.m.

#### [GRK 325a Sophocles and Thucydides: Athens, the Tyrant City]

A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1989–90.

4 credits

#### [GRK 327b Transformation of Homeric Epic: Studies in Theme and Genre]

Greek tragedy regularly derived its themes from traditional mythology but shaped them to reflect fifth-century concerns. The

Hellenistic poet Apollonius of Rhodes consciously emulated the style of Homeric epic, but with radically different results. This course will examine the interrelationships of Homer, Euripides' *Medea*, and Apollonius' *Argonautica*, with a view to understanding how genre and style can be influenced by the poet's society. Prerequisite: 212b or permission of the instructor. To be offered in 1989–90.  
4 credits

**GRK 336a Aeschylus and Herodotus: Athens, the Savior of Greece**

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: a course at the 300 level or permission of the instructor.  
4 credits  
*Justina Gregory*  
M W F 1–2 p.m.

**GRK 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.  
4 credits

**GRK 404b Special Studies**

4 credits

## Graduate

**GRK 580a Studies in Greek Literature**

This will ordinarily be an enriched version of the 300-level course currently offered.  
4 credits

**GRK 580b Studies in Greek Literature**

4 credits

See also REL 287a Greek Religious Texts.

**Adviser for Graduate Study:** To be announced.

## Latin

**LAT 100d Elementary Latin**

Fundamentals of grammar, with selected readings from Latin authors in the second semester.  
8 credits  
*Nancy Shumate*  
M W F 9:20–10:30 a.m.

**LAT 111b Intensive Elementary Latin**

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings.  
8 credits  
*Scott Bradbury*  
M T W Th F 1–2 p.m.

**LAT 212a Poets and Politicians of the Late Republic**

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings will include selections from Cicero and Catullus. Prerequisite: LAT 100d, 111b, or two units of Latin or the equivalent.  
4 credits

*Nancy Shumate*  
M W F 1–2 p.m.

**LAT 212b Virgil, *Aeneid***

Prerequisite: 212a or permission of the instructor.  
4 credits  
*Justina Gregory*  
M W F 10:40–11:50 a.m.

**LAT 213b Medieval Latin**

Selected readings from prose and poetry by a wide range of authors, from the third century to the fourteenth. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent.  
4 credits  
*Valerie Warrior*  
M W F 1–2 p.m.



**LAT 214a Livy**

Prerequisite: 212b, 213b, or permission of the instructor.

4 credits

*Valerie Warrior*

M W F 1–2 p.m.

**LAT 214b The Poetry of Ovid**

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*, *Heroides*, *Ars Amatoria*, *Remedia Amoris*, *Metamorphoses*, *Tristia*, and *Epistulae ex Ponto*. Prerequisite: 214a or permission of the instructor.

4 credits

*Justina Gregory*

M W F 1–2 p.m.

**LAT 221a Prose Composition**

Prerequisite: 214b or permission of the instructor. One class hour.

2 credits

*Scott Bradbury*

To be arranged

**LAT 325b Petronius and Apuleius: Two Roman Novelists**

Readings from the *Satyricon* and *The Golden Ass*, with special attention to shared and unique features, humor and didacticism, realism and fantasy. Prerequisite:

214b. (E)

4 credits

*Nancy Shumate*

T Th 1–2:50 p.m.

**[LAT 326a The Poetry of Horace]**

Selections from the *Epodes*, *Satires*, *Epistles*, and *Odes*, with emphasis on the last. To be offered in 1989–90.

4 credits

**LAT 333a Virgil's *Aeneid*: Advanced Course**

Prerequisite: a course at the 300 level or permission of the instructor.

4 credits

*Scott Bradbury*

T Th 1–2:50 p.m.

**[LAT 335b Cicero]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1989–90.

4 credits

**[LAT 336a Lucretius]**

Prerequisite: a course at the 300 level or permission of the instructor. To be offered in 1989–90.

4 credits

**LAT 404a Special Studies**

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin.

4 credits

**LAT 404b Special Studies**

4 credits

**Graduate****LAT 580a Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered.

4 credits

**LAT 580b Studies in Latin Literature**

4 credits

**Adviser for Graduate Study:** To be announced.

**Classics in Translation****CLS 227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Some attention to modern retellings of ancient myths.

4 credits

*Scott Bradbury*

T Th 9:30–10:50 a.m.

**CLT 227a Studies in Comedy****CLS 228b The Tragic View**

The tragedy of human existence as reflected in Western dramatic literature

from ancient to modern times. Authors to be read and discussed include Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Chekhov, Ibsen, Brecht, Sartre.

4 credits

*Justina Gregory*

T Th 9:30–10:50 a.m.

### [CLS 230b The Historical Imagination]

An analysis of the theory and practice of historical writing in Greece and Rome with special attention to the historian's role as storyteller and artist, teacher and moralist. Authors to be read and discussed include Herodotus, Thucydides, Livy, and Tacitus. To be offered in 1989–90. (E)

4 credits

### CLS 232b Paganism in the Roman World

An introduction to the varieties of pagan religious experience in the Roman Empire from the first to the fourth centuries. Topics will include traditional cult practices; festivals; sacrifice; oracles; mystery religions; the philosophical critique of traditional religion. Attention will also be given to the interaction of paganism with Christianity in the empire: the numerous points at which their religious preoccupations overlapped, as well as the issues that brought them into conflict.

4 credits

*Scott Bradbury*

T Th 9:30–10:50 a.m.

### CLT 305a Studies in the Novel: Politics and the Novel

## The Major in Greek, Latin, or Classics

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the

language in addition to the basis; in classics, eight semester courses in the languages in addition to the basis and including not fewer than two in each language.

## The Minor in Greek

**Director:** Thalia Pandiri.

**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history (HST 102a, 202b), Greek art (ART 211a, 215b, 310b), ancient philosophy (PHI 124b) or classics in translation (CLS 227a, [230b]). At least one course must be chosen from this category.

## The Minor in Latin

**Director:** Justina Gregory.

**Advisers:** Members of the Department.

Requirements: six courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history (HST 102a, [204a], [205b]), Roman art (ART 205b, 212b), or classics in translation (CLS 227a, [230b]). At least one course must be chosen from this category.

## The Minor in Classics

**Advisers:** Members of the Department.

The requirements of the minor reflect the fact that a classics concentration requires proficiency in both Greek and Latin languages and literatures. In view of this fact, a beginner might have to complete as many as four prerequisites, i.e., the elementary courses, to satisfy the

requirements of this minor. The requirements are: six courses: two courses at or above the level of 212a in each language; one course at the 300 level in either language; and another 300-level language course or a course related to classical antiquity either within or outside of the department, taken with the department's prior approval.

## **Honors in Greek, Latin, or Classics**

Director: Justina Gregory.

### **431a Thesis**

8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written in the first semester of the senior year and an examination in the general area of the thesis.

## **Greek, Latin, or Classics**

### **Graduate**

#### **590d Research and Thesis**

8 credits

#### **590a Research and Thesis**

4 or 8 credits

#### **590b Research and Thesis**

4 or 8 credits

## Interdepartmental Major in Comparative Literature

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Ann Rosalind Jones, Ph.D., Associate Professor, *Director*

### Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

Alice Rodrigues Clemente, Ph.D. (Spanish and Portuguese and Comparative Literature)

Hans Rudolf Vaget, Ph.D. (German Language and Literature and Comparative Literature)

\*Elizabeth Gallaher von Klemperer, Ph.D. (English Language and Literature)

### Associate Professors

†Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Alexander Woronzoff-Dashkoff, Ph.D. (Russian Language and Literature)

### Assistant Professor

Janie Vanpée, Ph.D. (French Language and Literature)

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A comparative study of literature in two languages, one of which may be English.

### GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

(See p. 342). An interdepartmental course, this is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible.

Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 and freshmen with a SAT or English achievement score of 650 are encouraged to register for GLT 291.

Comparative literature courses are not open to freshmen (except with the permission of the instructor). After the freshman year all 200-level courses are open to all students unless otherwise specified.

Courses at the 300-level require at least one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

### Genre

#### 223b Forms of Autobiography

Topic for 1988–89: Women's Autobiography in Context. An exploration of change in the conception of the self and in the literary techniques devised to portray it. Texts by Augustine, Margery Kempe, Simone Weil, Frederick Douglass, Harriet Jacobs, Sartre, de Beauvoir, Angelou, Woolf, Kingston.

4 credits

*Ann Jones*

T Th 3–4:50 p.m.

#### 227a Studies in Comedy

The forms and functions of western comic drama from Athens in the fifth century B.C.



to North America in the present. How does comic drama reflect the politics and social mores of its time? To what extent is it conservative or subversive? What is funny, to whom? Primary texts will be supplemented by readings on the theory of comedy. Plays by authors such as Aristophanes, Euripides, Plautus, Terence, Shakespeare, Jonson, Machiavelli, Molière, Jarry, Orton, Churchill. Some viewing during class hours; additional viewing time to be arranged.

4 credits

*Thalia Pandiri*

T Th 1–2:50 p.m.

### CLS 228b The Tragic View

#### 305a Studies in the Novel

Topic for 1988–89: Politics and the Novel. An exploration of what happens to the novel when it explicitly confronts problems of class and ideology, the individual and the mass, oppression and resistance, historical change. And what happens to the reader if she does not share the novelist's politics? Fiction by Turgenev, Zola, Malraux, Thomas Mann, Camus, Schwarz-Bart, Hasek, Chinua Achebe, Norman Mailer, Solzhenitsyn, and others.

4 credits

*David Ball*

M W F 9:20–10:30 a.m.

#### 359b Sonnets and Sonnet Cycles

Tradition, translation, and transformation through the centuries, as seen in selected poets (Dante, Petrarch, Garcilaso, Camões, Góngora, Sidney, Shakespeare, Wordsworth, Yeats, and others). Exploration of variation in sonnet patterns and themes and of the structures of sonnet cycles.

4 credits

*Alice Clemente*

T Th 1–2:50 p.m.

## Period, Movement

#### [239b Romanticism]

To be offered in 1989–90.

4 credits

#### 259b Realism

The aims and achievements of Realism in works by such nineteenth and early twentieth-century writers as Balzac, Zola, Turgenev, Dostoevsky, Stifter, Fontane, H. Mann; perspectives on Realism in the twentieth century (Critical and Socialist Realism).

4 credits

*Gertraud Gutzmann* (German Language and Literature)

T 1–2:50 p.m., Th 1–1:50; Th 2–2:50 p.m. at the option of the student

#### [268b Latina and Latin American Women Writers]

To be offered in 1989–90.

4 credits

#### 272a Women Writing: Twentieth-Century Fiction

Explorations of twentieth-century fiction written in French and English by women. Focus on the tensions between stereotype and self-definition, convention and innovation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Hurston, Kingston, Morrison, Olsen, Rule, Walker, Woolf, Blais, Colette, Duras, and Wittig.

4 credits

*Leyla Ezdinli* (French Language and Literature)

M W F 1–2 p.m.

#### 309a Arthurian Literature of the Middle Ages

The legend of Arthurian Britain as it developed in Wales, France, and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the *Gawain*-poet and Malory.

4 credits

*Craig Davis* (English Language and Literature)

T Th 11–11:50 a.m.

**350b Renaissance Portraits**

A study of works by representative authors of the Renaissance with particular focus on the portrayal of ideals or models as aesthetic creations: the humanist, the courtier, the lover, the statesman, the hero, and the intellectual. Exploration of the biography, essay, treatise, and lyric as modes of self-reference. Authors include Petrarch, Castiglione, Marguerite de Navarre, Michelangelo, Leonardo, Machiavelli, Erasmus, Montaigne, and others.

4 credits

*Alfonso Procaccini* (Italian Language and Literature)

M 7:30–9:30 p.m.

**370a The Modernist Movement**

The revolution that transformed Western art and literature in the twentieth century; the breakdown of traditional forms and the attempt to find new structures and images appropriate to our age. Literature of the Symbolist, Dada, Surrealist, Futurist, and Expressionist movements. Authors studied include Rimbaud, Mallarmé, Bely, Marinetti, Apollinaire, Akhmatova, Breton, Eliot, Artaud, Kokoschka, Woolf. Some consideration of pictorial art and the film, and of the present and future of Modernism.

4 credits

*Alexander Woronzoff-Dashkoff*

T Th 9:30–10:50 a.m.

**Theme****244a Colonialism and Caribbean Identity**

A study of Caribbean identity as expressed through literature. Exile, cultural and political identity, liberation and autonomy will be examined in writing from Cuba, Jamaica, Trinidad, Guyana, and Barbados.

4 credits

*Reinhard Sander*

T Th 9:30–10:50 a.m.

**270b Utopias and Dystopias: Imagining the Best and the Worst**

What do writers' images of an ideal society and its opposite tell us about the way they see their own world and might see ours? How are such images constructed? How

and why do they change through the ages? How do the social conditions in which writers live both limit and stimulate the utopian imagination? Such questions will be explored by considering works of More, Swift, Voltaire, Diderot, Zamyatin, Mayakovsky, Orwell, Le Guin, and others.

4 credits

*David Ball*

M W F 9:20–10:30 a.m.

**361a The Faust Myth**

Since its emergence in the sixteenth century, the Faust myth has provided a focus for the critical examination of the desire for knowledge, power, and self-realization. What are the basic elements of this myth? How and why do Faust texts change from one culture and historical period to another? What is the significance of the myth for an understanding of the intertextuality of literary works and the ways of the imagination? We will study Faust works in literature, opera, and film, by Marlowe, Goethe, Bulgakov, Mann, Berlioz, Gounod, Murnau, Clair, Szabo.

4 credits

*Hans R. Vaegt*

T 1–2:50 p.m.

**372b Robinson Crusoe as a Myth**

Themes of solitude and survival; a philosophical exploration of the principles that govern human nature; a debate over man's relations to his material, spiritual, and emotional world; a utopia celebrating labor and enterprise; a book for children. A study of the controversies surrounding the myth, from its origin to contemporary realizations (Defoe, Rousseau, Marx, Giraudoux, Buñuel, Tournier, Bishop, Coetzee).

4 credits

*Martine Gantrel* (French Language and Literature)

M W F 9:20–10:30 a.m.

**Critical Theory and Method****300a Contemporary Literary Theory**

The interpretation of literary texts of various genres by structuralist, psychoanalytic,

Marxist, feminist, and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings from Lévi-Strauss, Jakobson, Freud, Benjamin, Macherey, Barthes, Derrida, Irigaray.

4 credits

*Ann Jones*

T Th 3–4:50 p.m.

### 340b Problems in Literary Theory

A seminar required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291d and CLT 300a, or permission of the instructor.

4 credits

*Ann Jones*

W 7:30–9:30 p.m.

### 404a Special Studies

Admission by permission of the instructor and director.

4 credits

### 404b Special Studies

4 credits

The following courses outside the comparative literature program may be of particular interest: AAS 279, 321; CLS 227; ANT 235; ENG 266, 274; IDP 326.

## The Major

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SPP 260a, or FRN 230, 240 or 241. FRN 259a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a stu-

dent has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 11 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one a genre, and one a theme (only courses with a primary or cross listing in Comparative Literature count as comparative literature courses);
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (200-level courses in English, with the exception of 212 and 213, may be counted toward the comparative literature major). If a student takes both terms of a year-long literary survey (e.g., FRN 240, 241), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. CLT 300a and CLT 340b. (Note that GLT 291d is a prerequisite for 340b and should be taken as early as possible.)

## Honors

**Director:** Ann Jones.

### 430d Thesis

8 credits

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year, and an oral examination.



# Interdepartmental Major and Minors in Computer Science

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## Professors

**\*\***Michael O. Albertson, Ph.D., (Mathematics)  
*Director (first semester)*  
 Joseph O'Rourke, Ph.D., *Director (second semester)*

## Instructor

Robert Roos, M.S.

## Visiting Lecturer

<sup>2</sup>Emile Chi, Ph.M.

## Assistant Professors

Merrie Bergmann, Ph.D.  
 Dominique F. Thiébaud, Ph.D.

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Students who contemplate a major in computer science should consult with a major adviser early in their college career.

### 111a Introduction to Computing and Computer Programming

Principles of structured programming and algorithm design. Files, arrays, procedures and parameters, block structure, sets, records, simulation, and searching and sorting. The language Pascal is used. Lecture, discussion, and laboratory.

*Merrie Bergmann, Director*

4 credits

#### *Members of the Department*

M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.;

M W F 10:40-11:50 a.m.; M W F 1-2 p.m.;

lab times to be arranged.

### 111b A repetition of 111a

*Joseph O'Rourke, Director*

4 credits

#### *Members of the Department*

M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.;

M W F 10:40-11:50 a.m.; lab times to be

arranged.

### 211a Data Structures

Various data structures such as lists, stacks, queues, trees, networks, and compound structures; data abstraction and primitive operations on these structures. Creation and analysis of algorithms to process these

structures. The programming language Pascal is assumed and students will learn and program in a second language, such as C. Prerequisite: 111a or b and some college level mathematics.

4 credits

*Joseph O'Rourke*

M W F 9:20-10:30 a.m. and lab time to be arranged.

### 211b A repetition of 211a

4 credits

*Dominique Thiébaud*

M W F 10:40-11:50 a.m. and lab time to be arranged.

### [215b Data Structures and Topics in Programming]

An intensive version of 211a or b, a continuation of 115a. Recommended instead of 211a or b for students who plan to major in computer science. Prerequisite: 115a or equivalent. To be offered in 1989-90

4 credits

### 231b Microcomputers and Assembly Language

An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example. Its assembly language will be studied in relation to the assembly languages of other



computers, with attention to the dependence upon the physical design of the computer and the interface between the computer and the outside world, including laboratory applications. Prerequisite: 211a or b, 215b, or permission of the instructor. 4 credits

*Merrie Bergmann*

M W F 10:40–11:50 a.m. and lab time to be arranged.

### 250a Foundations of Computer Science

Set theory, algebra, logic, and combinational circuits; automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111a or b and MTH 153a or b.

4 credits

*Robert Roos*

T Th 1–2:50 p.m.

### 250b A repetition of 250a

4 credits

*Robert Roos*

T Th 1–2:50 p.m.

### 252b Design and Analysis of Algorithms

Complexity, recursion, difference equations, sorting, graph algorithms, intractable problems. Prerequisite: 211a or b, 215b, 250a or b, or MTH 211 a or b.

4 credits

*Dominique Thiébaud*

M W F 2:10–3 p.m.

### 262a Introduction to Operating Systems

Process management, problems of managing concurrent cooperating processes, memory management, input-output devices, and file management. Prerequisite: 231b.

4 credits

*Merrie Bergmann*

M W F 10:40–11:50 a.m. and lab time to be arranged.

### MTH 270b Introduction to Numerical Methods

### 274b Computational Geometry

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition, and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, range queries, and motion planning. Students will write several programs in Pascal or C, as well as solve weekly written assignments. Prerequisites: 211a or b, or 215b, and MTH 153a or b.

4 credits

*Joseph O'Rourke*

M W F 1–2 p.m.

### [280a Topics in Programming Languages]

The evolution of programming languages. Concerns of efficiency in FORTRAN, elegance in Algol-60, simplicity, block structured languages, modularity and data abstraction in Ada, list processing in LISP, object oriented languages, logic programming, and principles of language design. Prerequisite: 211a or b, 215b, 250a or b, or permission of the instructor. To be offered in 1989–90.

4 credits

### 290a Introduction to Artificial Intelligence

Machine learning, issues of representation and control, LISP programming, search strategies, and applications. Prerequisite: 211a or b, 215b, or 250a or b.

4 credits

*To be announced*

M W F 9:20–10:30 a.m. and lab time to be arranged.

### 294b Introduction to Translators and Compiler Design

Grammars, lexical analysis, recursive descent parsing, bottom-up parsing, attributed grammars, code generation. Lecture and discussion. Prerequisites: 231b and 250a or b.

4 credits

*Robert Roos*

T Th 9:30–10:50 a.m.

**330b Topics in Information Systems**

Files and storage structures. The relational, hierarchical, and network models. Query languages, applications. Record management services. Relational algebra. Prerequisite: 211a or b, 215b, or permission of the instructor.

4 credits

*Emile Chi*

Th 7:30–9:30 p.m., lab to be arranged

**[362b Systems Programming]**

An introduction to the major aspects of systems programming; assemblers and loaders; compilers; major functions of operating systems, such as memory management, file systems, input-output, multi-programming, and privacy. Prerequisites: 262a and permission of the instructor. To be offered in 1989–90.

4 credits

**364a Computer Architecture**

A systematic study of the various elements in computer design, including circuit design, storage mechanisms, addressing schemes, and various approaches to parallelism and distributed logic. Prerequisite: 231b.

4 credits

*Dominique Thiébaud*

M W F 1–2 p.m.

**390b Seminar in Artificial Intelligence**

Prerequisite: 290a.

4 credits

*To be announced*

M W F 9:20–10:30 a.m.

**404a Special Studies**

For senior majors, by arrangement with the major adviser.

4 credits

**404b Special Studies**

4 credits

**The Major**

**Advisers:** Michael Albertson (Mathematics), Merrie Bergmann, Joseph O'Rourke, Charles Staelin (Economics).

Basis: 111a or b.

**Requirements:** At least 40 credits beyond the basis including 211a or b, 231b, 250a or b, 262a, MTH 111a or b, MTH 153a or b, and MTH 211a or b. One additional course must be chosen from 252a or b, 280a or b, and 294a or b. At least one computer science course must be at the advanced level. Students from the class of 1989 should consult a major adviser for alternate requirements.

**The Minor****1. Systems Analysis (six courses)**

**Adviser:** Merrie Bergmann.

This minor is appropriate for a student with a strong interest in computer systems and computer software who would perhaps have chosen computer science as a second major before the minors were offered.

**Recommended courses:**

- 211 Data Structures
- 231 Microcomputers and Assembly Language
- 262 Introduction to Operating Systems
- [362 Systems Programming]
- One of:
  - [280 Topics in Programming Languages]
  - 294 Introduction to Translators and Compiler Design
  - 330 Topics in Information Systems

Prerequisite: 111.

**2. Computer Science and Language (six courses)**

**Adviser:** Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

**Recommended courses:**

- 211 Data Structures
- 250 Foundations of Computer Science

- [280 Topics in Programming Languages]  
 294 Introduction to Translators and Compiler Design  
 Two of:  
 PHI 236 Linguistic Structures  
 PPY 221 Language  
 390b Seminar in Artificial Intelligence

Prerequisite: 111

### 3. Mathematical Foundations of Computer Science (five courses)

**Adviser:** Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- 211 Data Structures  
 250 Foundations of Computer Science  
 252 Design and Analysis of Algorithms  
 MTH 253 Combinatorics and Graph Theory  
 MTH 353 Advanced Topics in Discrete Applied Mathematics

Prerequisites: 111, MTH 153, MTH 211.

### 4. Simulation and Modeling (six courses)

**Advisers:** Michael Albertson (Mathematics), Charles Staelin (Economics).

This minor is provided for the student who is interested in the building of models to simulate large and/or complex systems, such as those found in economics, government, sociology, biology, astronomy, and other disciplines in the social and physical sciences.

Required courses:

- 211 Data Structures  
 252 Design and Analysis of Algorithms  
 MTH 270 Introduction to Numerical Methods  
 One of:  
 MTH 247 Statistics: Introduction to Regression Analysis  
 ECO 280 Econometrics  
 Two of:  
 [ECO 229 The Design of Models in Economic Analysis]  
 BIO 313 Biology of Populations  
 AST 222 Galactic and Extragalactic Astronomy or appropriate courses in other disciplines.

Prerequisites: 111, MTH 111, MTH 112, MTH 211.

## Honors

**Director:** Robert Roos.

**430d Thesis**  
 8 credits

**431a Thesis**  
 8 credits

**432d Thesis**  
 12 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

## Major and Minor in the Five College Dance Department

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### Professor

Susan Kay Waltner, M.S., *Chair*

### Assistant Professor

Sharon Park Arslanian, M.A.

### Artist in Residence

Gemze de Lappe

### Visiting Lecturers

Pamela Otto, M.A.

Cornell W. Coley, B.A. (at Smith College  
under the Five College Program)

### Five College Lecturers

Jerry Bevington, M.A. (Assistant Professor,  
Mount Holyoke College)

Jim Coleman, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Karen Dearborn, M.F.A. (Assistant Professor,  
Mount Holyoke College)

Karey Fowler, B.A. (Lecturer,  
University of Massachusetts)

Terese Freedman, B.A. (Visiting Artist in  
Residence, Mount Holyoke College)

Richard Jones, M.A. (Associate Professor,  
University of Massachusetts)

Daphne Lowell, M.F.A. (Assistant Professor,  
Hampshire College)

Rebecca Nordstrom, M.F.A. (Assistant  
Professor, Hampshire College)

Marilyn V. Patton, M.F.A. (Associate  
Professor, University of Massachusetts)

Pearl Primus, Ph.D. (Artist in Residence,  
University of Massachusetts)

Shirley Scheer, M.A. (Assistant Professor,  
University of Massachusetts)

Peggy Schwartz, M.A. (Visiting Assistant  
Professor, Hampshire College)

Andrea Watkins, Ph.D. (Associate Professor,  
University of Massachusetts)

Wendy Woodson, M.A. (Assistant Professor,  
Amherst College)

### Teaching Fellows

Arye Bursztyn, B.A.

Harriet Lihs, B.A.

Jane Kornbluh, B.A.

Denise Lynch, B.A.

Paula Weber, B.A.

The Smith College Department of Dance functions under the auspices of the Five College Dance Department and offers a major through that department. The Five College Dance Department combines the dance faculty and programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst. The faculty operates as one professional group, coordinating curriculum, performances, and services. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange, and student travel convenient and efficient. Complete Five College course lists and schedules are available to students

from the Department of Dance office at Smith College and from the Five College Dance Department office. In addition, students may major in theatre with an emphasis in dance. See Theatre Department listing for further details.

Students planning to major in dance should take 151 and/or 171 in their first year and should take at least one studio class per semester.

### A. Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20



students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

### **151a Elementary Dance Composition: Improvisation**

Study and improvisational exploration of elements of dance, such as time, space, weight, energy. Investigation into organizing and designing movement creatively and meaningfully. Includes weekly reading and movement assignments. L.

4 credits

*Jim Coleman, Terese Freedman*

M W 1–3 p.m. at Mount Holyoke

### **151b A repetition of 151a**

4 credits

*To be announced*

To be arranged

### **171a Dance in the Twentieth Century**

A survey of the principal influences on and directions of dance from mid-1800s to the present. Topics for discussion may include European and American ballet, the modern dance movement, contemporary and avant-garde dance forms, Afro-American dance forms (jazz, tap), dance on Broadway stage, film and TV. Topic emphasis will be determined by the instructor.

4 credits

*Sharon Arslanian*, M W 10:40–11:50 a.m. at Smith

*Shirley Scheer*, M W F 2:30–3:30 p.m. at UMass

### **181b Elementary Labanotation**

Introduction to Labanotation, a system for recording dance. Study of symbols that indicate body parts, direction, level and timing for motion and gesture. Emphasis on reading dances and becoming familiar with notated works in a variety of styles. Prerequisite: one semester dance technique. Enrollment limited to 15.

4 credits

*Sharon Arslanian*

To be arranged

### **241a Scientific Foundations of Dance**

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and his/her philosophy of movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc. Prerequisite: one course in dance technique. Enrollment limited to 20.

4 credits

*Andrea Watkins*

M W F 9:05–9:55 a.m. at UMass

### **252a Intermediate Dance Composition**

Beginning principles of composition, including exploration of space, shape, and dynamics; basic forms; two-part, three-part, theme and variations, and rhythmic studies. Fundamental principles of composition in the balletic form, including traditional uses of stage space and study of various periods, themes, styles, patterns, designs. Prerequisite: 151a or b. L.

4 credits

*To be announced*

T Th 9:30–10:50 a.m. at Smith

### **252b A repetition of 252a**

4 credits

*To be announced*

To be arranged

### **272a History of Dance**

Primal cultures, traditional and contemporary. An investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education. The class will be a combination of lecture, reading and research, and movement experience.

4 credits

*Daphne Lowell*

M W 1–3 p.m. at Hampshire

### **285a Laban Movement Analysis I**

Laban Movement is a system used to study qualitative and quantitative aspects of movement. Students will be introduced to

the concepts of effort (the various modes in which energy may be exerted) and shape (how the body adapts itself to space). Other concepts and vocabulary presented in the course will facilitate observing, describing, notating, and physically articulating dance movement. Prerequisite: one semester dance technique, movement for theatre, or permission of the instructor. Enrollment limited to 20.

4 credits

*Rebecca Nordstrom*

T Th 1–3 p.m. at Hampshire

### 342b Advanced Studies in Movement Analysis

Lectures and readings will focus on the principles underlying dance movement with emphasis on physiological and psychological injury prevention. A continuation of discussion of different techniques and their movement implication. Topics vary. L. Prerequisite: 241 or permission of the instructor. (E)

4 credits

*Andrea Watkins*

M W F 9–9:50 a.m. at UMass

### 353a Advanced Dance Composition

Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of readings will be assigned by the individual instructor. Required attendance at and critical analyses of selected performances. L. Prerequisite: 252a or b or permission of the instructor.

4 credits

*Wendy Woodson*

To be arranged at Amherst

### 353b A Repetition of 353a

4 credits

*To be announced*

To be arranged

### 377a Advanced Studies in History and Aesthetics of Dance

This course will explore a specific period, person, or event important in the history and/or aesthetics of dance. Topics will vary

depending on the instructor and his or her expertise. Topic for 1988–89: Dance and the Life Crises. Birth, childhood, initiation, engagement, marriage, death among the indigenous people of Africa, South America, the Caribbean Islands, and North America.

4 credits

*Pearl Primus*

W 7–10 p.m. at Smith

### 377b Advanced Studies in Dance

Topic for 1988–89: To be announced.

4 credits

*To be announced*

To be arranged at Smith

### 386b Laban Movement Analysis II

Further exploration of the material introduced in Laban Movement Analysis I, including observation and notation of more complex movement, closer scrutiny of the relationship among effort, shape, and space theories, and the study of movement as it relates to varying spatial architecture.

4 credits

*Rebecca Nordstrom*

F 9 a.m.–noon at Hampshire

### 404a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

4 credits

### 404b Special Studies

4 credits

## B. Studio Courses

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to seniors and juniors. Normally students must take partial-credit courses in addition to a full-course load. Studio courses may also require outside reading, video and film, and/or concert attendance. No more than 12 credits may be counted toward the

degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Within limits, students may repeat studio courses for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

### 103a Afro-Brazilian Dance (E)

Introduction to the basic forms of Afro-Brazilian forms of dance: Capoeira (martial art dance/sport), Samba (national dance of Brazil) and Condoblé (religious dance form of Brazil). Course will include lectures and reading on other aspects of Brazilian culture: song and music, costumes, carnival, and folklore. L.

2 credits

*Cornell Coley*

F 1–4 p.m. at Hampshire

### 103b A repetition of 103a

2 credits

*Cornell Coley*

F 1–4 p.m. at Smith

### 105a Tap I

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15.

2 credits

*Sharon Arslanian*

M W 1–2:30 p.m. at Smith

### 113a Modern Dance I

An introduction to basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. L.

2 credits

*Jane Kornbluh*

M W 9–10:30 a.m. at Smith

### 113b A repetition of 113a

2 credits

*To be announced*

To be arranged

### 114a Modern Dance II

For students who have taken Modern Dance I or the equivalent. L.

2 credits

*Arye Bursztyn*

T Th 3–4:30 p.m. at Smith

### 114b A repetition of 114a

2 credits

*To be announced*

To be arranged

### 120a Ballet I

Introduction to fundamentals of classical balletic form; the understanding of correct body placement, positions of feet, head, and arms, and the development of elementary habits of movement applicable to the form. L.

2 credits

*Paula Weber*

T Th 8–9:20 a.m. at Smith

### 120b A repetition of 120a

2 credits

*To be announced*

To be arranged

### 121a Ballet II

An elaboration of the fundamentals of classical ballet introduced in Ballet I. Continued development of movement applicable to the form. L.

2 credits

*Paula Weber*

T Th 9:30–10:50 a.m. at Smith

### 121b A repetition of 121a

2 credits

*To be announced*

To be arranged

### 130a Jazz I

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*Harriet Libs*

T Th 9:30–10:50 a.m. at Smith



**130b** A repetition of 130a

2 credits

*To be announced*

To be arranged

**131a Jazz II**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*Harriet Libs*

M W 9–10:30 a.m. at Smith

**131b Jazz II**

An elaboration of the study of jazz dance technique with an emphasis on more extensive movement vocabulary. L.

2 credits

*To be announced*

To be arranged

**135a Musical Theatre**

This course covers the development of the Broadway musical historically, with emphasis on the 40s and 50s to the present.

Includes dance vocabulary used in Broadway shows, acting in dance, and the staging of songs.

2 credits

*Gemze de Lappe*

T Th 11 a.m.–12:15 p.m. at Smith

**[136b Duncan Dance]**

To be offered in 1990–91.

2 credits

**215a Modern Dance III**

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity). Prerequisite: 113a or b and a minimum one year of modern dance study.

2 credits

*Sharon Arslanian*

T Th 1–2:30 p.m. at Smith

**215b** A repetition of 215a

2 credits

*To be announced*

To be arranged

**[216b Modern Dance IV]**

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation. Permission/audition. Prerequisite: 215a or b. To be offered in 1989–90.

2 credits

**222a Ballet III**

A continued elaboration of classical ballet technique through barre and center practice, with an emphasis on body placement, flexibility, strength, and the application of these principles to movement. Increased vocabulary and its placement into combinations in center floor. Development of performance qualities and style. Prerequisite: 121a or b or permission of the instructor. L.

2 credits

*Gemze de Lappe*

W F 9–10:30 a.m. at Smith

**223b Ballet IV**

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination. Pointe work included at discretion of instructor. L.

2 credits

*To be announced*

To be arranged

**232a Jazz III**

A further examination of jazz dance principles of polyrhythms, syncopation, and body isolations with an emphasis on more extended movement phrases and musicality. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*Richard Jones*

M W F 10:30 a.m.–noon at UMass



**233a Jazz IV**

Emphasis on extended movement phrases, complex musicality, and development of jazz dance style. Dance performance attendance and dress code as required by individual instructor. L.

2 credits

*To be announced*

T Th 3–4:30 p.m.

**317a Modern Dance V**

Refinement of personal technical clarity and introduction to performance skills. Musicality, interpretation, learning longer movement sequences. Audition required. Prerequisite: 216a or b. L and P.

2 credits

*To be announced*

M W 1–2:30 p.m.

**318b Modern Dance VI**

Further refinement of dance technique and performance skills. Audition required. Prerequisite: 317a or b. L and P.

2 credits

*To be announced*

M W 1–2:30 p.m.

**324a Ballet V**

Combinations of increasing complexity at the barre. Center work emphasizes adagio, tours, petite and grande allegro, and batterie. Development of performance technique. Pointe work included at discretion of instructor. L.

2 credits

*Gemze de Lappe*

T Th 3–4:50 p.m. at Smith

**325b Ballet VI**

An elaboration of increasing complexity of work at the barre. Center work continues emphasis on and expands vocabulary in adagio, tours, petite and grande allegro, and batterie. Further development of performance technique and personal style within the classical genre. Pointe work included. L.

2 credits

*To be announced*

T Th 3–4:30 p.m.

**[334a Jazz V]**

Advanced principles of jazz dancing: complex rhythmic analysis, extended movement phrases, development of any individual jazz dance style. Selected readings, dance performance attendance, and dress code as required by individual instructor. L. To be offered in 1989–90.

2 credits

**334b A repetition of 334a**

2 credits

*To be announced*

To be arranged

**C. The Major**

**Advisers:** Sharon Arslanian and Susan Waltner.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

**Requirements:**

1. 171 and 272 or 273
2. 241
3. 181 or 285
4. 151 and 252
5. six courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit.
6. three courses from the following: 353, 377, 386, 342

## D. The Minor

**Advisers:** Members of the Smith College Department of Dance.

**Requirements:** Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171, and two studio classes (each worth two credits). The elective courses may be chosen from 241, 252, 272, 273, 285, and 353. One of the elective courses may consist of two studio courses. It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

**Studio Courses:** Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

- 103 Afro-Brazilian Dance
- 105 Tap I
- 106 Tap II
- 135 Musical Theatre
- 136 Duncan Dance
- 137 Baroque Dance
- 113 Modern Dance I
- 114 Modern Dance II
- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI
- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV

- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II
- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V

## Honors

- 430d Thesis  
8 credits
- 431a Thesis  
8 credits

## E. Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

**Adviser:** Sharon Arslanian.

## F. Graduate: M.F.A. Program

**Adviser:** Sharon Arslanian.

"P" indicates that permission of the instructor is required.

- 510a Theory and Practice of Dance IA  
Studio work in dance technique, including modern, ballet, tap, ethnic, and jazz. Eight to 10 hours of studio work. Weekly seminar: To be announced. P.  
4 credits  
*Sharon Arslanian, to be announced*  
F 1–3 p.m.

**510b Theory and Practice of Dance IB**

Studio work in dance technique. Weekly seminar: To be announced. Prerequisite: 510a. P.

4 credits

*Sharon Arslanian, Susan Waltner*

M 4–6 p.m.

**591a Special Studies**

4 credits

F 2:30–4 p.m.

**591b Special Studies**

4 credits

**520a Theory and Practice of Dance IIA**

Studio work in dance technique. Weekly seminar: To be announced. Prerequisites: 510a and b. P.

4 credits

*Sharon Arslanian, to be announced*

F 1–3 p.m.

**520b Theory and Practice of Dance IIB**

Studio work in dance technique. Weekly seminar: To be announced. Prerequisites: 510a and b, 520a. P.

4 credits

*Sharon Arslanian, Susan Waltner*

M 4–6 p.m.

**540b History and Literature of Dance**

A review of available literature of dance and major dance writers. Prerequisite: two semesters of dance history.

4 credits

*Sharon Arslanian*

To be arranged

**553a Choreography and Music**

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

4 credits

*Susan Waltner*

M W 2:30–4:30 p.m.

**590a Research and Thesis**

Production project.

4 credits

F 2:30–4 p.m.

**590b Research and Thesis**

4 credits

# Minor in the Department of East Asian Languages and Literatures

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## Assistant Professor

†Grace S. Fong, Ph.D.

## Instructor

Maki Hirano Hubbard, M.A., *Acting Chair*

## Lecturer

Miho T. Ohno, M.A.

## Visiting Lecturers

Christopher Chang, B.A.

Shin-yun Yeh, M.A.

<sup>1</sup>Sachiko Sakai, B.A.

## Assistant

Yoshie Kawamura, B.A.

## Chinese Language

Credit is not granted for the first semester only of an introductory language course.

### CHI 110d Elementary Chinese

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures, and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters.

12 credits

*Christopher Chang*

M W Th F 1–2 p.m., T 1–2:50 p.m., and one-hour lab

### CHI 220d Intermediate Chinese

Further study of modern Mandarin Chinese, with emphasis on reading, writing, and translating the vernacular language and on developing conversational ability. Prerequisite: 110d.

8 credits

*Christopher Chang (first semester)*

*Shin-yun Yeh (second semester)*

M W F 10:40–11:50 a.m., and one-hour conversation to be arranged.

### CHI 301a Advanced Chinese

Advanced study of grammatical structure of Chinese and readings in modern literary

Chinese materials. Prerequisite: 220d or the equivalent.

4 credits

*Shin-yun Yeh*

M W F 2:10–3 p.m.

### CHI 302b A continuation of 301a

Prerequisite: 301a.

4 credits

*To be announced*

To be arranged

### [CHI 324a Newspaper Chinese]

Selected readings of journalistic style of writings from newspapers and magazines.

Prerequisite: 220d or the equivalent. To be offered in 1989–90.

4 credits

### [CHI 325b] A continuation of 324a

Prerequisite: 324a. To be offered in 1989–90.

4 credits

## Chinese Literature in Translation

### CHI 250b The Classical Poetic Tradition

A survey of representative poetic works from c. 900 B.C. to c. A.D. 1300. Major genres, themes, critical theories, and Chinese views on literature will be introduced and examined in a cultural-historical



context. Lecture and discussion. All readings are in English. Offered in alternate years.

4 credits

*Christopher Chang*

T Th 3–4:30 p.m.

### [CHI 251b Traditional Chinese Fiction in Translation]

A survey of Chinese fiction from its beginnings to the classic novels, reading masterpieces such as *Journey to the West* and *The Story of the Stone* of the Ming and Qing periods. Lecture and discussion will examine the style and structure of Chinese narratives, characterization, and social and religious themes. Offered in alternate years. To be offered in 1989–90.

4 credits

### [CHI 333b Modern Chinese Literature: Short Stories]

Selected readings in short stories since the New Literature Movement. Prerequisite: two to three years of Chinese, or permission of the instructor. To be offered in 1989–90.

4 credits

### CHI 404a Special Studies

For students engaged in independent projects in connection with China-related individual studies.

4 credits

### CHI 404b Special Studies

4 credits

## Japanese Language

Credit is not granted for the first semester only of an introductory language course.

### JPN 110d Elementary Japanese

An introduction to spoken and written Japanese. Developing oral proficiency in the basic expressions and sentence patterns of ordinary conversation, along with the ability to handle the rudiments of the writing

system. Enrollment limited to 18 students in each section.

12 credits

*Sachiko Sakai*, M W F 8–9:10 a.m., T Th 8:30–9:20 a.m.

*Maki Hirano Hubbard*, M W F 8–9:10 a.m., T Th 8:30–9:20 a.m.; M W F 9:20–10:30 a.m., T Th 9:30–10:20 a.m.

### JPN 220d Intermediate Japanese

Course focuses on development of oral proficiency, acquisition of advanced sentence patterns, and reading and writing practices. Oral-aural communicative skills will be attained together with a solid understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. Enrollment limited to 18 students in each section.

8 credits

*Mibo T. Obno*, M W F 8–9:10 a.m.

*Yoshie Kawamura*, M W F 8–9:10 a.m.

### JPN 301a Advanced Japanese

Development of advanced proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 220d or the equivalent.

4 credits

*Mibo T. Obno*

M W F 1–2 p.m.

### JPN 302b A continuation of 301a

Prerequisite: 301a.

4 credits

*Mibo T. Obno*

M W F 1–2 p.m.

### JPN 350b Contemporary Texts

Study of various contemporary texts from newspapers, magazines, learned journals, and literary works, with a view to developing reading competence in original materials through advanced syntactic analysis and exposure to all *Kanji* in ordinary usage. Class and discussions are conducted entirely in Japanese. Prerequisite: 302b or the equivalent. (E)

4 credits

*Mibo T. Obno*

T Th 1–2:30 p.m.

## Japanese Literature in Translation

### [JPN 250b The Classical Literary Tradition]

Readings in translation in poetry, narrative, and drama aimed at understanding the essential aspects of the Japanese culture and sensibility before the modern era of Western influence. Lectures on the socio-historical contexts of the works and the character of major literary genre; discussions focus on interpreting the central images of human value within each period. To be offered in 1989–90.

4 credits

### [JPN 260b Modern Japanese Literature]

Selected readings in translation from modern Japanese literature. To be offered in 1989–90.

4 credits

### JPN 404a Special Studies

For students engaged in independent projects in connection with Japan-related studies.

4 credits

### JPN 404b Special Studies

4 credits

## The Minor

**Advisers:** Members of the Department.

The course requirements are designed so that a student will concentrate on either the Chinese or Japanese language and be exposed to the literatures of both China and Japan.

## Requirements:

The first year of Chinese (CHI 110d) or Japanese (JPN 110d) is a prerequisite for admission. The minor will consist of a total of six courses in the following distribution:

1. Intermediate Chinese (CHI 220d) or Intermediate Japanese (JPN 220d).

2. Two courses on East Asian literature in translation, one in Chinese literature and one in Japanese literature, chosen from the following:

- CHI 250b The Classical Poetic Tradition
- [CHI 251b Traditional Chinese Fiction]
- [JPN 250b The Classical Literary Tradition]
- [JPN 260b Modern Japanese Literature]

3. Two additional courses from the following:

- CHI 250b The Classical Poetic Tradition
- [CHI 251b Traditional Chinese Fiction in Translation]
- CHI 301a Advanced Chinese
- CHI 302b A continuation of 301a
- [CHI 324a Newspaper Chinese]
- [CHI 325b A continuation of 324a]
- [CHI 333b Modern Chinese Literature: Short Stories]
- CHI 404a,b Special Studies
- JPN 250b The Classical Literary Tradition
- [JPN 260b Modern Japanese Literature]
- JPN 301a Advanced Japanese
- JPN 302b A continuation of 301a
- JPN 350b Contemporary Texts
- JPN 404a,b Special Studies

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

Students who are majors in the interdepartmental East Asian Studies Program are not eligible for this minor.

## Interdepartmental Major and Minor in East Asian Studies

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### Professor

Marylin Rhie, Ph.D., Art and East Asian Studies

### Visiting Lecturer

<sup>†</sup>Jonathan Lipman, Ph.D.

### Participating Faculty

<sup>‡</sup>Grace S. Fong, Assistant Professor of East Asian Languages and Literatures

<sup>\*\*</sup>Daniel K. Gardner, Associate Professor of History

Steven M. Goldstein, Professor of Government

Maki Hirano Hubbard, Instructor in East Asian Languages and Literatures

Miho Ohno, Lecturer in East Asian Languages and Literatures

Taitetsu Unno, Professor of Religion and Biblical Literature, *Director*

Dennis Yasutomo, Associate Professor of Government

James B. Hubbard, Visiting Assistant Professor of Religion and Biblical Literature

Christopher Chang, Visiting Lecturer in East Asian Languages and Literatures

Shin-yun Yeh, Visiting Lecturer in East Asian Languages and Literatures

<sup>†</sup>Sachiko Sakai, Visiting Lecturer in East Asian Languages and Literatures

Yoshie Kawamura, Assistant in East Asian Languages and Literatures

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### [HST 218b Thought and Art in China]

To be offered in 1989–90.

4 credits

4 credits

*Jonathan Lipman*

M W F 10:40–11:50 a.m.

### 249b Traditional Japan

An introduction to premodern Japan. The course will survey the development and evolution of Japan's society, cultural traditions, political identity, and interaction with foreign cultures from its origins to the nineteenth century.

4 credits

*Dennis Yasutomo*

M W F 10:40–11:50 a.m.

### [270b Colloquium in East Asian Studies]

To be offered in 1989–90.

4 credits

### [278a Pure Land and Zen Art]

The Pure Land (*Amitabha*) and Zen Buddhist traditions in the arts of China, Korea, and Japan, especially painting. Emphasis will be on religious background and content, iconography and interpretation, and stylistic analysis, developments, and interrelationships. To be offered in 1989–90. (E)

4 credits

*Marylin Rhie*

### 250a Modern Japan

An introduction to and analysis of Japanese culture and society in the twentieth century. While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post-World War II society, culture, and political economy.

### 279a Colloquium: The Art and Culture of Tibet

The architecture, painting, and sculpture of Tibet are presented within their cultural context from the period of the first dynasty

(Seventh century) through the rule of the Dalai Lamas to the present. Attention is given to regional characteristics, relationships with India and China, and the special importance of the Buddhist religion on all forms of Tibetan art and culture. (E)

4 credits

*Marylin Rbie*

T 1–4 p.m.

#### 404a Special Studies

4 credits

#### 404b Special Studies

4 credits

#### 408d Special Studies

8 credits

### The Major

**Advisers:** Grace S. Fong, Daniel K. Gardner, Maki Hubbard, Marilyn M. Rbie, Taitetsu Unno, Dennis Yasutomo.

The interdepartmental major in East Asian studies is designed to provide the student with a basic comprehensive understanding of the cultures of East Asia. Though concentration is focused on the civilizations of China and Japan, courses on Korea and Tibet are also available. It is envisioned that a student with an East Asian studies major will not only receive enough background to pursue graduate work in the area or in any specific field of East Asian studies, but will also attain knowledge of the area to understand the modern world and to work in many professions, particularly those related to international concerns.

Note: CHI 110d or JPN 110d is a prerequisite for entrance into the major.

As this major is an area studies, normally only one year beyond the first year of either language will be counted toward the major. However, further language courses may be taken and counted as courses outside the major.

#### Basis

A. CHI 220d or JPN 220d

B. Two courses, one in China and one in Japan, chosen from among the following.

EAS 250 Modern Japan

EAS 249 Traditional Japan

HST 211 The Emergence of China

HST 212 East Asia in Transformation, A.D. 900 to 1850

Requirements: 10 semester courses, at least half of which shall normally be taken at Smith, distributed as follows:

1. Four semesters from the basis (two from A, two from B)
2. Six courses taken from Divisions I and II (listed below). A maximum of four can be drawn from one division. At least one course must cover an East Asian society other than the one of concentration. (Note: REL 114, REL 271, and EAS 278 do not fulfill this requirement.) One course must be a 300-level seminar or special studies producing a research paper.

#### Division I

ART 207a The Art of China

[ART 208a The Art of Japan]

[ART 375b Studies in Asian Art]

CHI 250b Classical Chinese Poetic Tradition (in translation)

[CHI 251b Traditional Chinese Fiction (in translation)]

EAS 249b Traditional Japan

[EAS 270b Colloquium in East Asian Studies]

[EAS 278a Pure Land and Zen Art]

EAS 279a The Art and Culture of Tibet

[HST 218b Thought and Art in China]

[JPN 250b Classical Japanese Literary Tradition (in translation)]

JPN 260b Modern Japanese Literature (in translation)



- REL 110b Poetry as Contemplation
- REL 114a Eastern Religious Traditions
- REL 271a Buddhist Thought
- REL 273b Chinese Buddhism and Buddhist Art
- REL 371b Problems in Buddhist Philosophy

1. CHI 220d or JPN 220d; and
2. Four other courses from those listed above for the major, two of which shall normally be drawn from Division I and two from Division II.

## Division II

- EAS 250a Modern Japan
- GOV 226b The Government and Politics of Japan
- GOV 228b The Government and Politics of China
- [GOV 343b Seminar on Foreign Policy of the Chinese People's Republic]
- [GOV 346a Seminar in International Politics]
- GOV 349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- [HST 211a The Emergence of China]
- HST 212a East Asia in Transformation, A.D. 900 to c. 1850
- [HST 213a Aspects of Chinese and Japanese History]
- [HST 214b Aspects of Chinese History]
- [HST 218b Thought and Art in China]
- HST 317a Topics in Chinese History: Topic for 1988–89: Religion in China

Additionally, there are opportunities available for junior year study abroad in China and in Japan under the Associated Kyoto Program. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

## The Minor

**Advisers:** same as those listed for the major.

**Requirements:** CHI 110d or JPN 110d is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall normally be taken at other institutions, in the following areas:

## Major and Minor in the Department of Economics

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### Professors

Robert T. Averitt, Ph.D.  
 Frederick Leonard, Ph.D.  
 Mark Aldrich, Ph.D.  
 Cynthia Taft Morris, Ph.D.  
 \*Andrew Zimbalist, Ph.D.  
 Randall Bartlett, Ph.D., *Chair*

### Associate Professors

Charles P. Staelin, Ph.D.  
 Robert Buchele, Ph.D.  
 †Susan B. Carter, Ph.D.  
 Karen Pfeifer, Ph.D.  
 Roger T. Kaufman, Ph.D.  
 Thomas A. Riddell, Ph.D.  
 \*\*Nola Reinhardt, Ph.D.

### Assistant Professors

†Elizabeth Savoca, Ph.D.  
 Deborah Haas-Wilson, Ph.D.  
 Mahnaz Mahdavi, Ph.D.  
 Peter Dorman, Ph.D.

### Lecturers

Donald Goldstein, B.A.  
 Nancy Gutman, B.A.  
 Mieke Meurs, B.A.

### Visiting Lecturer

<sup>2</sup>Douglas Vickers, Ph.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the freshman year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253, and SSC 190 as soon after the introductory courses as possible.

## A. General Courses

### 150a Introductory Microeconomics

An introduction to supply and demand, and an analysis of contemporary economic problems.

4 credits

*Thomas Riddell, Director; Members of the Department*

M W F 8:20–9:10 a.m.; M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; M W F 1–1:50 p.m.; T Th 8:10–9:20 a.m.; T Th 9:30–10:50 a.m..

### 150b A repetition of 150a

4 credits

*Robert Averitt, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; M W F 2:10–3 p.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.; T Th 3–4:10 p.m.

### 153a Introductory Macroeconomics

Major determinants of inflation, unemployment, and the potential standard of living in the United States.

4 credits

*Mahnaz Mahdavi, Director; Members of the Department*

M W F 8:20–9:10 a.m.; M W F 10:40–11:30 a.m.; M W F 1–1:50 p.m.; M W F 1–1:50 p.m.; M W F 2:10–3 p.m.; M W F 3:10–4 p.m.; T Th 9:30–10:40 a.m.; T Th 1–2:10 p.m.

**153b** A repetition of 153a

4 credits

*Robert Buchele, Director; Members of the Department*

M W F 9:20–10:10 a.m.; M W F 1–1:50 p.m.;

M W F 2:10–3 p.m.; T Th 8:10–9:20 a.m.;

T Th 9:30–10:40 a.m.; T Th 9:30–10:40 a.m.;

T Th 1–2:10 p.m.; T Th 1–2:10 p.m.

**SSC 190a, 190b Introduction to Statistics for Social Scientists**

See Interdepartmental and Extradepartmental Course Offerings.

**223a Principles of Accounting**

Fundamental concepts, procedures, and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. May not be used to satisfy the minimum course requirement for the major. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores, Five College students, and Smith freshmen, in that order.

4 credits

*To be announced*

T Th 3–4:50 p.m.

**223b** A repetition of 223a

4 credits

*To be announced*

T Th 3–4:50 p.m.

**227b Mathematical Economics**

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, ECO 153, and 150 (may be taken concurrently).

4 credits

*Peter Dorman*

T Th 9:30–10:40 a.m.

**[229b The Design of Models in Economic Analysis]**

A study of the construction, use, and evaluation of economic models, both abstract and empirically based. Macroeconomic simulation and forecasting, market simulation,

public policy analysis in such areas as environmental protection and urban decay, the limits to growth, and the study of complex organizations. Emphasis on “hands on” modeling using the computer. No prior computer experience is required. Enrollment limited to 25. Prerequisites: 250a or b, 253a or b, SSC 190a or b, and MTH 111a or b, or permission of the instructor. To be offered in 1989–90.

4 credits

**B. Economic Theory****250a Intermediate Microeconomics**

An analysis of the forces governing resource allocation in a market economy. Covers the theory of consumer, producer, and social choice. Attention to pricing under various market structures and to the principles governing resource allocation when markets fail. The welfare implications of a decentralized price system are examined. Prerequisite: 150.

4 credits

*Deborah Haas-Wilson*

Lec. M W F 9:20–10:10 a.m.; dis. W 10:40–11:30 a.m., W 2:10–3 p.m., or F 1–1:50 p.m.

**250b** A repetition of 250a

4 credits

*Cynthia Taft Morris*

Lec. M W F 10:40–11:50 a.m.; dis. M 1–1:50 p.m., T 1–1:50 p.m., or Th 1–1:50 p.m.

**253a Intermediate Macroeconomics**

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153.

4 credits

*Roger Kaufman*

Lec. M W F 10:40–11:30 a.m.; dis. W 1–1:50 p.m., F 9:20–10:10 a.m., or F 1–1:50 p.m.

**253b** A repetition of 253a

4 credits

*Frederick Leonard*

Lec. M W F 9:20–10:10 a.m.; dis. W 1–1:50 p.m., W 2:10–3 p.m., or F 10:40–11:30 a.m.

**256b Marxian Political Economy**

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153.

4 credits

*Donald Goldstein*

M W F 9:20–10:10 a.m.

**270b History of Economic Thought**

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153.

4 credits

*Robert Averitt*

M W F 2:10–3 p.m.

**280a Econometrics**

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and SSC 190 or MTH 107 or MTH 245, and MTH 111.

4 credits

*Robert Buchele*

T Th 1–2:10 p.m.

**C. The American Economy****215a Industrial Organization**

An examination of market structure, industry conduct and performance, and current industrial policy. Major topics include intra-industry and international comparisons of market structure, mergers, technological innovation, advertising, price discrimination, predatory conduct, joint ventures, and antitrust law. Prerequisite: 250.

4 credits

*Nancy Gutman*

T Th 1–2:10 p.m.

**220a Labor Relations and Public Policy**

The development of the American labor movement and public policy governing labor relations and collective bargaining in the U.S. Current developments in labor relations and problems facing the American labor movement. Prerequisites: 150 and 153. Recommended background: SSC 190 or MTH 107.

4 credits

*Peter Dorman*

T Th 1–2:10 p.m.

**PPL 220a Public Policy Analysis****221b Human Resources and Employment Policy**

The determinants of employment, earnings, and the distribution of income in the United States. Alternative theories of unemployment, poverty, and discrimination, with emphasis on relevant empirical evidence. The implications of alternative theories and empirical research for employment, training, and welfare policies. Prerequisites: 150 and 153 and SSC 190 or MTH 107.

4 credits

*Robert Buchele*

M W F 10:40–11:30 a.m.

**[222b Women's Labor and the Economy]**

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women in the professions, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150. To be offered in 1989–90.

4 credits

**224b Environmental Economics**

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150a or b.



4 credits

*Mark Aldrich*

M W F 10:40–11:30 a.m.

**[225a Political Economic Analysis]**

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200b. To be offered in 1989–90.

4 credits

**220b Urban Economics**

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty, and financing local government. Prerequisites: 150 and 153.

4 credits

*Randall Bartlett*

M W F 9:20–10:10 a.m.

**243b Economics of the Public Sector**

The economic roles of government. The impacts of government activities on allocation, distribution, and stabilization. Government intervention vs. market solutions to economic problems. Theory of public choice. Prerequisite: 250.

4 credits

*Thomas Riddell*

T 1–2:30 p.m., Th 1–2:10 p.m.

**245b Economics of Corporate Finance**

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Economic, mathematical, and statistical concepts employed to establish relevant, explanatory decision models. Prerequisites: 250, MTH 111, and SSC 190.

4 credits

*Douglas Vickers*

T Th 3–4:10 p.m.

**PPL 265a Water and Policy: Sources, Uses, and Social Control (E)****275a Money and Banking**

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253.

4 credits

*Robert Averitt*

M W F 2:10–3 p.m.

**283a American Economic History: Colonial Times to 1870**

Economic change in the United States, including the growth of markets, impact of British mercantilism, westward expansion and the transportation revolution, the rise of the factory, establishment of banks, transformation of agriculture, development of slavery and the Southern economy, and the economic causes and consequences of the Civil War. Quantitative methods in historical research introduced and critically evaluated. Prerequisites: 150a or b and 153a or b.

4 credits

*Mark Aldrich*

M W F 9:20–10:10 a.m.

**[285b American Economic History: 1870–1980]**

The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Prerequisites: 150 and 153. To be offered in 1989–90.

4 credits

**290a Economics of Defense**

The history, institution, operation, and effects of the defense economy in the United States, with a focus on the period since World War II. An examination of U.S. military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on the

United States economy. Prerequisites: 150 and 153.

4 credits

*Thomas Riddell*

M W F 10:40–11:30 a.m.

### [315a Seminar: The Economics of Regulation]

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250. To be offered in 1989–90.

4 credits

### 317b Law and Economics

The application of microeconomic theory to the study of legal institutions and problems. Topics include the nature, variety, and evolution of property rights; the problems of common pool resources, including the oceans; the economics of tort, liability, and contract law; the efficiency and equity of the justice system; and the economic theory of the state. Prerequisite: 250.

4 credits

*Charles Staelin*

T Th 3–4:10 p.m.

### 326b Seminar: Topics in Macroeconomic Theory

Topic for 1989–90: The Rise and Fall of Keynesian Theory and Policy. Emphasis on the theoretical evolution of macroeconomics and the relationship between modern theory and Keynesian thought. Prerequisite: 253.

4 credits

*Nancy Gutman*

Th 7:30–9:30 p.m.

### 327a Seminar: Economic Methodology

Topic for 1988–89: Economics of Organization. Application of economic theory to questions of institutional organization and behavior. Implications for the structure of business enterprises, bureaucratic behavior, governmental policy, and legal process. Analysis of contract, authority, and influ-

ence as means of organizational coordination. Prerequisite: 250a or b.

*Randall Bartlett*

M 7:30–9:30 p.m.

### 341b Economics of Medicine

An examination of current economic issues in the health-care field, including costs of medical care, structure of the medical-care industry, utilization of medical services, and the role of medical insurance. Prerequisite: 250.

4 credits

*Roger Kaufman*

T Th 1–2:50 p.m.

## D. International and Comparative Economics

### [201b Problems of the Modern Economy]

To be offered in 1989–90.

4 credits

### 205a International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the pure theory of international trade, the development of the post-war world economy, issues of commercial policy and the rise of protectionism, international cartels, the impact of transnational firms, the brain drain, North-South economic relations, and the prospects for the New International Economic Order. Prerequisite: 250.

4 credits

*Mahnaz Mahdavi*

M W F 8:20–9:10 a.m.

### 206b International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history

of the international monetary system, its past crises, and current prospects. Prerequisite: 253.

4 credits

*Mahmud Mahdavi*

T Th 9:30–10:40 a.m.

### [207b The Early Development of Capitalism in Europe]

The nature and concept of capitalism. Economic structure and change in Europe at the end of the Middle Ages. The expansion of trade and the growth of towns. Agricultural change and population growth in the transition from feudalism to capitalism. The expansion of commercial capitalism and the economic crises of the sixteenth and seventeenth centuries. Protoindustrialization and the transformation of rural economies in the eighteenth century. The "European Miracle," or why industrial capitalism came to Europe first. Prerequisites: 150 and 153. To be offered in 1989–90.

4 credits

### 208a European Economic History

Covers the industrial revolutions of northwestern Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and international capitalism (expansion, world war, and depression). Prerequisites: 150 and 153 or permission of the instructor.

4 credits

*Cynthia Taft Morris*

T Th 1–2:20 p.m.

### 209a Comparative Economic Systems

A survey of various market and planned economies, including the Soviet Union, Cuba, Sweden, Japan, Eastern Europe, France, and China. Analytical emphasis on the distinction between planned and market economies, the role of incentives, resource allocation, distributional equity, and the interaction between political and economic factors. Comparative reference to other economies. Prerequisites: 150 and 153.

4 credits

*Mieke Meurs*

M W F 2:10–3 p.m.

### 211a Economic Development

The economics of underdeveloped countries. Orthodox and Marxist theories of underdevelopment and development. An overview of current economic issues and development strategies for the Third World. Prerequisites: 150 and 153, or permission of the instructor.

4 credits

*Nola Reinhardt*

M W F 10:40–11:30 a.m.

### [213b The World Food System]

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third-World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third-World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. To be offered in 1989–90.

4 credits

### [214a Economics of the Middle East and North Africa]

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. To be offered in 1989–90.

4 credits

### ANT 236b Economic Anthropology

### [305a Seminar: International Economics]

Special topics in international trade and commercial policy. Prerequisite: 205 or permission of the instructor. To be offered in 1989–90.

4 credits



**309b Seminar: Topics in Comparative Economic Systems**

Prerequisites: 250 or 253; 209 or 211.

4 credits

*Mieke Meurs*

M 7:30–9:30 p.m.

**310a Seminar: Analysis of Economic Problems**

Topic for 1988–89: Mergers and the Financial Markets. The roles of the stock and credit markets in the recent merger wave, and in major theories of this takeover activity. Relevant institutional changes in the financial markets over the past 25 years.

Prerequisites: 250 and 253 or permission of the instructor.

4 credits

*Donald Goldstein*

T 3–4:50 p.m.

**311a Seminar: Topics in Economic Development**

A continuation of 211a. Treats special topics in the dynamics of growth and distributive justice, theories and strategies of institutional change, and problems of development planning in underdeveloped countries. Prerequisites: 150, 153, and 211, or permission of the instructor. Recommended: 250.

4 credits

*Cynthia Taft Morris*

W 7:30–9:30 p.m.

**318b Seminar: Latin American Economics**

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 150, 153, and 211, or permission of the instructor. Recommended background: 205 and 206.

4 credits

*Andrew Zimbalist*

T 3–4:50 p.m.

**404a Special Studies**

Admission by permission of the department, for majors who have had four semes-

ter courses in economics above the introductory level.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission by permission of the department, for majors who have had four semester courses in economics above the introductory level.

8 credits

**The Major**

**Advisers:** Robert Averitt, Mark Aldrich, Randall Bartlett, Robert Buchele, Susan Carter, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

**Adviser for Study Abroad:** Nola Reinhardt.

Basis 150 and 153.

Requirements:

1. SSC 190 (MTH 107 or MTH 245 may substitute for SSC 190).
2. Nine semester courses including the basis, 250, and 253. Neither 223 nor SSC 190 may be used to satisfy the minimum of nine semester courses in economics.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.



Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

## The Minor

**Advisers:** Same as for the major.

**Requirements:** six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Any economics courses except 223 and 190 may be included in the remaining three. Crediting procedures are the same as for the major.

## Honors

**Director:** Roger Kaufman.

**Basis:** 150 and 153.

### 431a Thesis

8 credits

**Requirements:** 10 semester courses including the basis, SSC 190 (or MTH 107 or 245), 250, 253, and a thesis counting for 8 credits. The thesis must be submitted to the director by the first day of the second semester.

**Examination:** honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

## Major and Minor in the Department of Education and Child Study

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### Professors

Lawrence A. Fink, Ed.D.  
Seymour William Itzkoff, Ed.D.  
Raymond A. Ducharme, Jr., Ed.D.  
Alan L. Marvelli, Ed.D.

### Associate Professors

\*Sue J. M. Freeman, Ph.D.  
Alan N. Rudnitsky, Ph.D., *Chair*

### Assistant Professors

Cathy Hofer Reid, Ph.D.  
Nicholas B. Paley, Ph.D.

### Lecturers

Gordon L. Noseworthy, Ed.D.  
\*Patricia M. MacLachlan, B.A.  
\*Karen Tarlow, D.M.A.  
Karen Conklin, Ed.D.

Lecturer and Practice Teaching Supervisor  
Barbara Fink, M.A.

Practice Teaching Supervisor  
Martha Batten, M.Ed.

### Teaching Fellows

Margarita A. Bonifaz, B.A.  
Alice Flagler, A.B.  
Karen Latka, M.Ed.  
Kelly Nerbonne, B.A.  
Elizabeth Sullivan, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary schools, including an *Approved Program* for interstate reciprocity, or with requirements for certificates in public secondary schools are urged to consult the department as early as possible during their college career.

## A. Historical and Philosophical Foundations

### 110a Change and Challenge in American Education

Current issues and crises in American education are examined from historical, philosophical, psychological, and socio-political perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. (E)  
4 credits

*Lawrence Fink, Director, and Members of the Department*  
M W F 9:20–10:30 a.m.

### 120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education.  
4 credits  
*Raymond Ducharme*  
T Th 9:30–10:50 a.m.

### 121a Classical Education

Civilization and the ideals of the Greeks and Romans. A study of the lives and writings of Socrates, Plato, Aristotle, Marcus Aurelius, and others.  
4 credits  
*Seymour Itzkoff*  
M W F 10:40–11:50 a.m.

### 122b Modern Educational Classics

The Western conception of the educated person. Influence of Rousseau, Montessori,

Dewey, and others in the modern tradition in schooling and society.

4 credits

*Seymour Itzkoff*

M W F 10:40–11:50 a.m.

### 200b Education in the City

Education problems of the inner city considered in the context of schools, teachers, students, and community.

4 credits

*Nicholas Paley*

T Th 8–9:20 a.m.

### 234b Modern Problems of Education

Social issues in recent perspective as they impact on the American educational system. Consideration of the relation between schooling, values, and society.

4 credits

*Seymour Itzkoff*

M W F 1–2 p.m.

### 236a American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order.

4 credits

*Nicholas Paley*

T Th 8–9:20 a.m.

## B. The Educational Process

### 232a Foundations of Secondary Education

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen.

4 credits

*Nicholas Paley*

Th 3–4:50 p.m.

### 235a Child and Adolescent Growth and Development

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and

child study. Directed observations in a variety of child-care and educational settings.

4 credits

*Cathy Hofer Reid*

T Th 9:30–10:50 a.m.

### 235b A repetition of 235a

4 credits

*Cathy Hofer Reid*

T Th 1–2:50 p.m.

### 238a Educational Psychology

The application of psychological principles of development, motivation, and learning to contemporary educational problems.

4 credits

*Alan Rudnitsky*

M W F 8:20–9:10 a.m.

### [239b Educational Counseling and Guidance]

Study of various theories of counseling and their application to children and adolescents in educational settings. To be offered in 1989–90.

4 credits

### [248a Special Education]

A study of current ideas and trends in the educational, political, and social community of the exceptional child. Focus on issues and methodology that transcend specific disabilities. Observations in various settings. To be offered in 1989–90.

4 credits

### 249b Children Who Cannot Hear

Educational, social, scientific, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of hearing-impaired children.

4 credits

*Alan Marvelli*

T Th 9:30–10:50 a.m.

### 332b Children's Literature

A historical and critical overview of books written for young readers since the fifteenth century, with special emphasis on the distinctive genres. Attention to developing literary styles; the relationship of art

and text; and the milestone books, authors, and illustrators. Admission by permission of the instructor. Open to juniors and seniors only.

4 credits

*Patricia MacLachlan*

Th 7:30–9:30 p.m.

### 333b Computers in Education

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO. Admission by permission of the instructor.

4 credits

*Alan Rudnitsky*

To be arranged

### 338a The Reading Process

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Analysis of reading methods and programs. Prerequisite: one course in education or permission of the instructor.

4 credits

*Seymour Itzkoff*

M 7:30–9:30 p.m.

### 339b Diagnosis and Remediation of Reading Disabilities

Definition and diagnosis of reading disabilities with particular reference to medical and psychoeducational models. Examination of diagnostic techniques in connection with strategies of remediation. Research regarding methodological effectiveness. Admission by permission of the instructor.

4 credits

*Sue Freeman*

W 7:30–9:30 p.m.

### 341b The Child in Modern Society

The place of the child in society; a study of the interactions of children and adolescents with social and educational systems.

Prerequisite: 235 or permission of the instructor.

4 credits

*Cathy Hofer Reid*

T Th 11–11:50 a.m.

### 347b Individual Differences in the Schools

Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisites: 235 or 238.

4 credits

*Sue Freeman*

Th 1–2:50 p.m.

### 350b Learning Disabilities

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. Admission by permission of the instructor.

4 credits

*Sue Freeman*

T 1–2:50 p.m.

### 353b Education of the Gifted

What are giftedness and talent? The complexity of human intelligence. Identification and educational development of ability. The social significance of the gifted. Prerequisite: one course in education or permission of the instructor.

4 credits

*Seymour Itzkoff*

W 7:30–9:30 p.m.

### 356b Curriculum Principles and Design

An examination of curriculum principles and theory and their impact on recent educational practice. Students will also be introduced to a systematic approach for educational planning. Each student will design a unit or course. Background in philosophy or foundations of education and learning theory as well as proficiency in a subject area are recommended. Admission by permission of the instructor.

4 credits

*Alan Rudnitsky*

To be arranged



## C. The Following Courses Offer Opportunities for Intern Teaching

### [305a The Teaching of Art]

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years. To be offered in 1989-90.  
4 credits

### PHY 311a, 311b The Teaching of Physics

#### 316b The Teaching of Music

Methods and materials, K-12. Designed for music majors and for education majors with no previous musical training, although ability to read music is helpful. Emphasis on coordination of musical activities with education curriculum and on understanding and communication of elementary musical aesthetic concepts through these activities. Admission by permission of the instructor. Offered in alternate years.  
4 credits

*Karen Tarlow*

Th 7:30-9:30 p.m.

#### 345d Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the pre-school and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April.  
12 credits

*Nicholas Paley, Cathy Hofer Reid, Martha Batten, and Members of the Department*  
T 3-4:50 p.m.

#### 346a Curriculum and Methods in Secondary Schools

Two class hours and the practicum for secondary teaching. Recommended background: 232a. Admission by permission of the instructor.

4 credits

*Barbara Fink*

To be arranged

#### 346b A repetition of 346a

4 credits

*Barbara Fink*

To be arranged

#### 381a The Teaching of History and the Social Studies

A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary-school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232a. Admission by permission of the instructor.

4 credits

*Lawrence Fink*

To be arranged

## D. Seminars and Special Studies

### [323a Seminar in Humanism and Education]

Admission by permission of the instructor. To be offered in 1989-90.

4 credits

### [336b Seminar in American Education]

To be offered in 1989-90.

4 credits

#### 340a Historical and Philosophical Perspectives and the Educative Process.

A colloquium integrating Fields A and B. Open only to senior majors.

4 credits

*Lawrence Fink*

Th 3-4:50 p.m.

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

**The Major**

**Director of Teacher Education:** Alan Rudnitsky.

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Seymour Itzkoff.

Requirements: 10 semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course; and 340a taken in the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

**The Minor**

Required courses: EDC 235, Child Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are elective. The specific courses taken by a student are worked out with a faculty adviser.

**a. Special Needs**

**Advisers:** Sue Freeman, Alan Marvelli.

- [EDC 248a Special Education]
- EDC 249b Children Who Cannot Hear (e)
- EDC 339b Diagnosis and Remediation of Reading Disabilities (e)

- EDC 347b Individual Differences in the Schools (e)
- EDC 350b Learning Disabilities (e)
- EDC 353b Education of the Gifted (e)

**b. Child Development/Early Childhood**

**Advisers:** Cathy Hofer Reid, Sue Freeman

- EDC 341b The Child in Modern Society (e)
- EDC 345d Preschool and Elementary Curriculum and Methods (e)
- EDC 347b Individual Differences in the Schools (e)

**c. Learning and Instruction**

**Advisers:** Alan Rudnitsky, Cathy Hofer Reid.

- EDC 232a Foundations of Secondary Education (e)
- [EDC 333b Computers in Education (e)]
- EDC 338a The Reading Process (e)
- EDC 345d Preschool and Elementary Curriculum and Methods (e)
- [EDC 356b Curriculum Principles and Design (e)]
- EDC 540a Research in Education (e)
- [EDC 554b Cognition and Instruction (e)]

**d. Secondary Teaching**

**Advisers:** Raymond Ducharme, Lawrence Fink.

- EDC 232a Foundations of Secondary Education
- EDC 346a Curriculum and Methods in Secondary Schools
- EDC 404 Special Studies (student teaching)
- EDC 347b Individual Differences in the Schools (e)
- One course from Field A (e)

## Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

## Honors

**Director:** Cathy Hofer Reid.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

## Graduate

**Advisers:** Members of the Department.

### 510a Development of Children and Adolescents in Modern Society

A study of the influence of contemporary social and educational systems on the development of children and adolescents.  
4 credits

*Cathy Hofer Reid*

To be arranged

### 540a Research in Education

Training in research methodology and critical reading of educational research studies. An introductory course for prospective consumers and/or producers of educational research. Open to seniors by permission of the instructor.

4 credits

*Alan Rudnitsky*

Th 7:30–9:30 p.m.

### 552a Perspectives on American Education

Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees.

4 credits

*Raymond Ducharme*

Th 3–4:50 p.m.

### [554b Cognition and Instruction]

A seminar focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. To be offered in 1989–90.

4 credits

### 559a Intern Teaching

4 credits

*Members of the Department*

### 559b Intern Teaching

4 credits

### 580a Advanced Studies

Open to seniors by permission of the department.

4 credits

*Members of the Department*

### 580b Advanced Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

*Members of the Department*

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

4 or 8 credits

*Members of the Department*

## Interdepartmental Minor in Engineering

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Elaine Henshon, M.S., Director of the Dual Degree Programs in  
Liberal Arts and Engineering

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### The Minor

**Emphases in the Minor:**

#### Chemical Engineering

**Adviser:** To be announced.

Limited to majors in chemistry or physics. It is appropriate for a student with an interest in the application of chemistry. This minor will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 115a, PHY 115a and 116b, and MTH 225a; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

#### Civil Engineering

**Adviser:** Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction, and environmental. Prerequisite: MTH 202.

Requirements: (at Smith) MTH 222, and PHY 115a/b; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241, Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics

#### Computer Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111 or [CSC 115a], MTH 112 and MTH 153.

Requirements: (at Smith) PHY 115a, 116b, and CSC 231b; (at UMass) ECE 211, ECE 214, and ECE 221.

#### Electrical Engineering

**Adviser:** Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115a, 116b, and MTH 112.

Requirements: (at Smith) any two of PHY 214b, [PHY 224a], or MTH 212a or b; (at UMass) ECE 211, ECE 212, and ECE 214.

#### Industrial Engineering and Operations Research

**Adviser:** Deborah Haas-Wilson (Economics)

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211, and ECO 150.



Requirements: (at Smith) CSC 111a or b, or [CSC 115a], and MTH 246a, plus either MTH 247 or ECO 280a; (at UMass) IEOR 479, and IEOR 480, plus one additional approved IEOR course.

## Mechanical Engineering

**Adviser:** Bruce Hawkins (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework. Prerequisites: PHY 115a, 116b, and MTH 212.

Requirements: (at Smith) PHY 220b, and MTH 222a; (at UMass) ME 211, ME 230, and ME 340.

For additional information about the Dual Degree Programs, see pages 18–19.

## Major and Minor in the Department of English Language and Literature

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### Professors

Vernon Judson Harward, Jr., Ph.D.  
Francis Murphy, Ph.D., Litt.D. (Hon.)  
William Hoover Van Voris, Ph.D.  
\*Elizabeth Gallaher von Klemperer, Ph.D.  
Harold Lawrence Skulsky, Ph.D.  
\*Dean Scott Flower, Ph.D.

### Associate Professors

Joan Maxwell Bramwell, M.A.  
Margaret L. Shook, Ph.D.  
Nora Crow Jaffe, Ph.D.  
William Allan Oram, Ph.D., *Chair*  
†Elizabeth Wanning Harries, Ph.D. (English  
Language and Literature and Comparative  
Literature)

†Susan R. Van Dyne, Ph.D.

\*\*Jefferson Hunter, Ph.D.

\*Douglas Lane Patey, Ph.D.  
Charles Eric Reeves, Ph.D.  
Joan H. Garrett-Goodyear, Ph.D.  
Ronald Russell Macdonald, Ph.D.  
Patricia Lyn Skarda, Ph.D.

### Assistant Professors

Richard Millington, Ph.D.  
\*\*Craig R. Davis, Ph.D.  
Michael Gorra, Ph.D.  
Gillian Kendall, Ph.D.  
Deborah Linderman, Ph.D. (English  
Language and Literature and Film  
Studies)  
Nancy Mason Bradbury, Ph.D.

### Lecturers

Sharon Seelig, Ph.D.  
Patricia Sweetser, Ph.D.  
Ann Boutelle, Ph.D.  
<sup>1</sup>Debra Carney, M.F.A.  
<sup>1</sup>Holly Davis, M.A.

### Visiting Lecturers

Judith Hemschemeyer, Ph.D.  
<sup>1</sup>Susan Snively, Ph.D.

### Adjunct Lecturer

Elizabeth Loudon, M.A., M.F.A.

Students majoring in English must take as the basis either 210d or GLT 291d. First-year students contemplating a major in English are encouraged to take either 180 or 190 in their second semester. English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre. Any student may receive credit for only two colloquia.

### Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Second-semester courses are open to students whether or not they have taken the first semester. ENG 101 may be

repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English will not receive credit for ENG 101.

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 102, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted. For writing courses that may be counted toward the major, see Requirements for the Major.

**101a Forms of Writing**

Conducted as writing workshops in sections of 15 students, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration.

4 credits

*Nancy Mason Bradbury, Director*

*Nancy Mason Bradbury*, M W F 9:20–10:10 a.m.; *Gillian Kendall*, M W F 9:20–10:10 A.M.; *Nancy Mason Bradbury*, M W F 10:40–11:30 a.m.; *Deborah Linderman*, M W F 1–2 p.m.; *Richard Millington*, T Th 8–9:20 a.m.; *Holly Davis*, T Th 9:30–10:50 a.m.; *Patricia Sweetser*, T Th 11–11:50 a.m.; *Ann Boutelle*, T Th 1–2:50 p.m.; *Debra Carney*, T Th 1–2:15 p.m.

**101b A repetition of 101a**

4 credits

*Michael Gorra, Director*

*Michael Gorra*, M W F 2:10–3 p.m.; *Sharon Seelig*, T Th 9:30–10:50 a.m.; *Patricia Sweetser*, T Th 11–11:50 a.m.; *Ann Boutelle*, T Th 1–2:50 p.m.

**102a Writing for Foreign Students**

A course in English composition for students whose native language is not English, designed to develop skills of coherent argument, clear writing, and accurate reading. Limited to 15 students.

4 credits

*Elizabeth Loudon*

M W F 1–2 p.m.

**102b A repetition of 102a**

4 credits

*Elizabeth Loudon*

M W F 1–2 p.m.

**280a Advanced Essay Writing**

Emphasis on such practical problems as designing an argument, using evidence, and controlling diction and tone. Reading and analysis of a wide variety of essays.

Admission by permission of the instructor.

4 credits

**A. Writing for Writers**

*Nora Crow Jaffe*

W 7:30–9:30 p.m.

**B. Writing About the Arts**

*Michael Gorra*

T 3–4:50 p.m.

**280b A repetition of 280a.**

4 credits

*Dean Flower; Patricia Skarda*

T 3–4:50 p.m.; Th 3–4:50 p.m.

**282a Writing Poetry**

Admission by permission of the instructor.

4 credits

*Susan Snively*

W 7:30–9:30 p.m.

**282b A repetition of 282a**

4 credits

*Judith Hemschemeyer*

W 7:30–9:30 p.m.

**284a Writing Short Stories**

Admission by permission of the instructor.

4 credits

*Jefferson Hunter*

T 3–4:50 p.m.

**284b A repetition of 284a**

Admission by permission of the instructor.

4 credits

*Dean Flower*

Th 3–4:50 p.m.

**286b Reading and Writing****Autobiography**

Reading autobiographies from the perspective of the would-be writer and thinking about the way different definitions of the autobiographical process lead to differences in voice, emphasis, and form. Students will be encouraged to experiment with these various strategies in their own autobiographical writing. Admission by permission of the instructor.

4 credits

*Joan Garrett-Goodyear*

T 3–4:50 p.m.

## First-Level Courses in Literature

### 120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Recommended for freshmen and sophomores.

4 credits

*Michael Gorra, Director.*

#### A. Comic Drama

Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

*Harold Skulsky*

M W F 10:40–11:30 a.m.

#### B. Tragic Drama

Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques.

*William Van Voris*

M W F 9:20–10:10 a.m.

#### C. Fiction

A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf.

*Patricia Skarda*

M W F 1–2 p.m.

#### D. Short Poems: An Introduction to Poetry

Study of the elements of lyric poetry, with emphasis on such poets as Sidney, Donne, Keats, Yeats, Stevens, and selected contemporary poets.

*Francis Murphy*

T Th 9:30–10:40 a.m.

#### E. Reading and Writing Poetry

Reading of poems from the point of view of the would-be writer; writing includes analysis, imitation or parody, and original poems.

*Margaret Shook*

M W F 1–2 p.m.

#### F. The American Dream

Representative works of American fiction and poetry with an emphasis on literary technique. Authors to be studied include Fitzgerald, Faulkner, Eudora Welty, Flannery O'Connor, Emily Dickinson, and Robert Frost.

*Ronald R. Macdonald*

T Th 1–2:15 p.m.

#### G. Literature of the Fantastic

A study of fantasy—the nonreal, surreal, strange, and/or eccentric in literature, focusing particularly on texts that cross boundaries between life and death, male and female, human and inhuman. Authors to include Shakespeare, Swift, Woolf, Malamud, Hong Kingston, Morrison, and others.

*Gillian Kendall*

T Th 1–2:15 p.m.

#### H. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in both poetry and fiction, emphasizing such authors as Shakespeare, Austen, Keats, the Brontës, Yeats, and Lawrence.

*Nora Crow Jaffe*

T Th 1–2:15 p.m.

#### I. The Gothic in Literature

Terror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James.

*Patricia Skarda*

M W F 3:10–4 p.m.

#### J. Film and Literature

A study of how films and literary works tell stories, generate suspense, produce laughter, explore the psyche, remember the past, and comment on themselves. Films by Welles, Chaplin, Hitchcock, Fellini, Bergman, Kurosawa, Rohmer, Capra, and Allen set against a variety of literary texts. There will be a screening fee. Students must attend *both* viewings.

*Jefferson Hunter*

T Th 9:30–10:50 a.m.; viewing times T 3–4:50 p.m. and Th 7:30–9:30 p.m.



**K. Film and Literature**

Same as J. above.

*Michael Gorra*

M W F 2:10–3 p.m.; viewing times T 3–4:50 p.m. and Th 7:30–9:30 p.m.

**L. Fiction***Patricia Sweetser*

T Th 3–4:15 p.m.

**M. Fiction***Sharon Seelig*

T Th 9:30–10:40 a.m.

**N. Fiction***Ann Boutelle*

T Th 9:30–10:40 a.m.

**O. Reading and Writing Stories***Judith Hemschemeyer*

T Th 3–4:15 p.m.

**120b Colloquia in Literature**

4 credits

*Harold Skulsky, Director.***A. Comic Drama***William Van Voris*

M W F 9:20–10:10 a.m.

**B. Tragic Drama***Harold Skulsky*

M W F 10:40–11:30 a.m.

**C. Reading and Writing Short Stories**

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization, and style. Writing includes analysis, imitation or parody, and original stories.

*Gillian Kendall*

T Th 9:30–10:50 a.m.

**D. Love and the Literary Imagination***Patricia Skarda*

M W F 2:10–3 p.m.

**E. The Gothic in Literature***Nora Crow Jaffe*

T Th 9:30–10:50 a.m.

**F. The Gothic in Literature***Nora Crow Jaffe*

T Th 1–2:15 p.m.

**G. Film and Literature**

Students must attend both viewings.

*Deborah Linderman*

M W F 1–2 p.m.; viewings T 3–4:50 p.m. and Th 7:30–9:30 p.m.

**H. Fiction***Margaret Shook*

M W F 1–2 p.m.

**AAS 113a Survey of Afro-American Literature: 1760 to Present****180b The Reading of Poetry**

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor, and structure—through comparison of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors.

4 credits

*Francis Murphy, Elizabeth von Klemperer*

T Th 8–9:20 a.m.; T Th 1–2:50 p.m.

**190b Questioning Texts**

Why have people found it important to read, write, and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we're doing. Works by women and men from different cultures and historical periods (for example, William Shakespeare, Christina Rossetti, Chinua Achebe, Maxine Hong Kingston). We will pay attention to kinds of writing, like diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Sections limited to 20.

4 credits

*Joan Garrett-Goodyear; Richard Millington*

M W F 1–2 p.m.; T Th 8–9:20 a.m.

## Second-Level Courses

**AAS 201a The Literature of French-Speaking African and Caribbean Peoples in Translation**

**HSC 203b The Technology of Reading and Writing**

**210d The Development of English Literature**

A study of its traditions, conventions, and themes.

8 credits

*Harold Skulsky, Director, first semester; Margaret Shook, Director, second semester. Craig Davis, William Oram, Harold Skulsky, first semester; Douglas Patey, Margaret Shook, Elizabeth von Klemperer, second semester.*

M W F 9:20–10:30 a.m., with discussion hour T 11–11:50 a.m., T 11–11:50 a.m., or M 3:10–4 p.m. (All students must be free for at least one of these discussion hours.)

**[214b Old English]**

A study of the language of Anglo-Saxon England (c. 450–1066) as it is embodied in that period's most powerful and significant poem, *Beowulf*. To be offered in 1989–90.

4 credits

**216a Chaucer**

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Sections limited to 25.

4 credits

*Nancy Mason Bradbury, Director  
Nancy Mason Bradbury, Craig Davis  
M W F 1–2 p.m.; M W F 2:10–3 p.m.*

**216b A repetition of 216a**

4 credits

*Nancy Mason Bradbury  
M W F 2:10–3 p.m.*

**220b Sixteenth-Century Literature**

Authority and rebellion in Renaissance non-dramatic literature. Emphasis on the treatment of politics and love. Genres studied

include romance epics, lyrics, sonnet sequences, treatises, dialogues, and satires. More, Castiglione, Machiavelli, Sidney, Shakespeare, Spenser, and others.

4 credits

*William Oram*

M W F 10:40–11:50 a.m.

**222a Shakespeare**

*Romeo and Juliet, 1 Henry IV, 2 Henry IV, As You Like It, Measure for Measure, King Lear, Antony and Cleopatra, The Tempest* Sections limited to 25.

4 credits

*Eric Reeves, Director.*

*Eric Reeves, Francis Murphy, Gillian Kendall*

M W F 8:20–9:10 a.m.; T Th 8–9:20 a.m.;  
T Th 9:30–10:50 a.m.

**222b Shakespeare**

*Richard III, Richard II, The Merchant of Venice, Hamlet, Twelfth Night, Othello, Macbeth, The Winter's Tale.* Sections limited to 25.

4 credits

*Ronald R. Macdonald, Director.*

*Harold Skulsky, William Oram, Ronald R. Macdonald*

M W F 8:20–9:10 a.m.; M W F 9:20–10:30 a.m.; T Th 9:30–10:50 a.m.

**224b English Drama in the Age of Shakespeare**

The evolution and interplay of structure, theme, and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined.

4 credits

*Gillian Kendall*

T Th 1–2:50 p.m.

**[226b Seventeenth-Century Poetry]**

To be offered in 1989–90.

4 credits

**228a Milton**

The last major Renaissance humanist in his multiple role as revolutionary libertarian,

master of baroque style, educational theorist, and Attorney for the Defense of God.  
4 credits

*Eric Reeves*

M W F 10:40–11:50 a.m.

**228b A repetition of 228a**

*Harold Skuisky*

T Th 9:30–10:50 a.m.

**232a Restoration and Eighteenth-Century Drama (1660–1800)**

Selected major drama from the reopening of the theatres to the end of the eighteenth century. Plays by Dryden, Otway, Wycherly, Congreve, Gay, Goldsmith, and Sheridan. Emphasis on how ideas shape language and form in the plays.

4 credits

*William Van Voris*

M W F 10:40–11:50 a.m.

**[234b Pope, Swift, and Their Circle]**

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison, Shaftesbury, and Gay. To be offered in 1989–90.

4 credits

**AAS 237b Major Black Writers: Fiction**

**238a The English Novel I**

The major English novelists from Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art.

4 credits

*Sharon Seelig*

T Th 1–2:50 p.m.

**240b The English Novel II**

A study of the development of the novel from Emily Brontë to Samuel Beckett. The novel as art, with consideration of such matters as narrative voice and perspective, the uses of plot, and strategies of characterization (particularly of heroines), with some attention to socio-historical contexts.

4 credits

*Joan Bramwell*

T Th 1–2:50 p.m.

**242b Romantic Poetry and Prose**

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Lamb, de Quincey, Hazlitt, and Mary Shelley to provide intellectual, cultural, and social contexts.

4 credits

*Margaret Shook*

T Th 9:30–10:50 a.m. and an optional discussion hour Th 11–11:50 a.m.

**244b Victorian Poetry and Prose**

In 1988–89, texts by such major prose writers as Carlyle, Tennyson, the Brownings, Arnold, Ruskin, and the Rossetts, with representative examples of visual art, studied in a context of changing social, religious, and cultural concerns.

4 credits

*Elizabeth von Klemperer*

T Th 9:30–10:50 a.m. and an optional discussion hour Th 11–11:50 a.m.

**246a American Literature from 1820 to 1865**

A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson, and others.

4 credits

*Richard Millington*

M W F 9:20–10:30 a.m.

**248b American Literature from 1865 to 1914**

A survey of American literature as it engages the striking changes that reshape society and culture in the later 19th century. Some of the later poetry of Whitman and Dickinson, and fiction by Twain, James, Chestnutt, Howells, Gilman, Crane, Dreiser, Chopin, Wharton, and others.

4 credits

*Richard Millington*

M W F 10:40–11:50 a.m.



**249b American Pastoral**

Since the Age of Discovery America has been identified as a place apart, a land of plenty removed from the burdens of Europe. This historical "middle ground" can easily be reduced to a cliché, but in the hands of our major writers—Hawthorne, Melville, Thoreau, Twain, James, Frost, and Faulkner—pastoral becomes a complicated literary genre rich in ambiguity. *The Scarlet Letter*, *Moby-Dick*, *Walden*, *The Portrait of a Lady*, and *Absalom! Absalom!* are some of the works to be considered.

4 credits

*Francis Murphy*

T Th 9:30–10:50 a.m.

**AMS 250a Writing About American Social Issues****[252a Modern British Literature]**

Major works of modern British poetry, drama, and fiction 1900–1935. Yeats, Forster, Joyce, Shaw, the War poets, Eliot, Woolf, Lawrence, Huxley. To be offered in 1989–90.

4 credits

**254a English and Irish Drama since 1850**

Selected plays by Wilde, Shaw, Yeats, O'Casey, D.H. Lawrence, T.S. Eliot, Beckett, Pinter, and others in the context of popular melodrama and comedy. Emphasis on the ways major writers use dramatic conventions to reveal aesthetic, religious, social, and political values.

4 credits

*William Van Voris*

M W F 2:10–3 p.m.

**256a Joyce**

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses*, and *Finnegans Wake* (selections).

4 credits

*Jefferson Hunter*

M W F 9:20–10:30 a.m.

**[258b Idea and Form in Twentieth-Century Fiction]**

The modern novel with particular emphasis

on Proust, Kafka, Camus, Mann, and Connell. To be offered in 1989–90.  
4 credits

**260b British Literature since 1935**

British literature, culture, and politics since World War II. Readings in Orwell, Auden, Larkin, Pinter, Drabble, Burgess, Scott, and others.

4 credits

*Michael Gorra*

M W F 1–2 p.m.

**[262a Recent American Writing]**

Study of selected novelists and poets since 1945, with emphasis on Malamud, O'Connor, Nabokov, Pynchon, Bishop, Lowell, Merrill, and others. To be offered in 1989–90.

4 credits

**264a American Women Poets**

A survey of selected women poets including, among others, Dickinson, Millay, Moore, Swenson, and Bishop.

4 credits

*Judith Hemschemeyer*

T Th 9:30–10:50 a.m.

**266a New Literatures in English: Fiction of the British Commonwealth**

The literary legacy of the British Empire in works by writers from India, Africa, and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Narayan, Rushdie, Desai, Achebe, Gordimer, Soyinka, Walcott, Naipaul, and others.

4 credits

*Michael Gorra*

M W F 1–2 p.m.

**270b The King James Bible and Its Literary Heritage**

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by



Milton, Wordsworth, Hawthorne, Hardy, and Faulkner. Recommended background: REL 210 and 220.

4 credits

*William Van Voris*

M W F 1–2 p.m.

### 274b History of Criticism

Topic for 1988–89: The Nature of Interpretation. How and why and with what authority do we “interpret” texts? How are interpretive disputes arbitrated? Are there limits to pluralism within or amongst interpretive “communities”? Attention to both current theoretical thinking and the historical antecedents to that thinking. Prerequisite: two upper-level courses in literature.

4 credits

*Eric Reeves*

M W F 2:10–3 p.m.

### 278b Mystery in Film and Fiction

A study of the way popular mystery genres—*film noir*, murder mysteries, detective stories—are related to complex narrative experimentation in modern fiction and film. Emphasis on investigation and its generic conventions, intertextuality, parody and self-reference, and theories of narrative. Discussion of such films as *The Maltese Falcon*, *The Big Sleep*, *Vertigo*, *The Third Man*, *The Passenger*, and *Chinatown*, along with fiction by E.C. Bently, Poe, Faulkner, Greene, Borges, Nabokov, and Robbe-Grillet. Recommended background: one advanced literature course and one film studies course. Screening fee. (E)

4 credits

*Dean Flower*

M W F 1–2 p.m.; viewing times M or W 2:10–4 p.m.

GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy  
See Interdepartmental and Extradepartmental Course Offerings.

CLT 300a Proseminar: Contemporary Literary Theory

## Third-Level Courses

All third-level courses are seminars and consequently limited to and open to juniors, seniors, and graduate students only, by permission of the instructor.

### 300a A Major British or American Writer

Topic for 1988–89: Charles Dickens. Major novels of the most inventive Victorian novelist. The combination of melodrama and tragedy, comedy and the grotesque; the use of symbol to define and connect social and psychological concerns.

4 credits

*Joan Bramwell*

T 3–4:50 p.m.

### 302b American Literature

Topic for 1988–89: Belief and Unbelief in American Letters. A study of selected American writers whose concerns are chiefly Christian: Taylor, Edwards, Dickinson, Jones Very, Whittier, T.S. Eliot, Robert Lowell, and Flannery O'Connor.

4 credits

*Francis Murphy*

M 7:30–9:30 p.m.

### CLT 309a Arthurian Literature of the Middle Ages

### 322b Special Topics in Shakespeare

Topic for 1988–89: Shakespearian Tragedy. An intensive study of the ways in which Shakespeare embodies and extends the tradition of tragic literature. Prerequisite: 222 or a course in Renaissance literature.

4 credits

*Eric Reeves*

T 3–4:50 p.m.

### 330b Topics in Seventeenth- and Eighteenth-Century English Literature

Topic for 1988–89: Jonathan Swift. A study of the major and minor works with particular attention to the speakers' shifting voices, the contrast between the satire and non-satiric works, Swift's doubts about his vocation as a satirist, his relationships with the women in his life, and responses to his work on the part of female readers.

4 credits

*Nora Crow Jaffe*

W 7:30–9:30 p.m.

### 340b Topics in English Romanticism

Topic for 1988–89: Women in Romantic Literature. A study of sisters, wives, mothers, and nature in the works of Jane Austen, Mary Shelley, Sir Walter Scott, the Brontës, and the Romantic poets.

4 credits

*Patricia Skarda*

T 3–4:50 p.m.

### 352b Modern British and American Poetry

Topic for 1988–89: Ten American poets, including Berrigan, Kinnell, Levertov, Plath, Rich, Roethke, Sexton, and others.

4 credits

*Judith Hemschemeyer*

T Th 3–4:50 p.m.

### 356a D.H. Lawrence

A study of Lawrence's poetry and major fiction in relation to his life, his intellectual concerns, and his aesthetic innovations. Specific attention will be given to the problems Lawrence creates for readers who are women.

4 credits

*Joan Garrett-Goodyear*

Th 7:30–9:30 p.m.

### FLS 361b Semiotic Perspectives for the Cinema

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major

**Advisers:** Joan Bramwell, Craig Davis, Joan Garrett-Goodyear, Michael Gorra, Gillian Kendall, Jefferson Hunter, Nora Crow Jaffe,

Ronald R. Macdonald, Richard Millington, Francis Murphy, William Oram, Douglas Patey, Eric Reeves, Margaret Shook, Patricia Skarda, Harold Skulsky, William Van Voris, Elizabeth von Klemperer.

**Adviser for Study Abroad:** To be announced.

The purpose of the English major is to develop a critical and historical understanding of English and American literature and language.

**Requirements:**

1. 210d or GLT 291d;
2. semester courses on two of three major figures: Chaucer (216a or b), Shakespeare (222a or b), and Milton (228a or b);
3. eight additional courses including:
  - a) one further course in Medieval or Renaissance literature (214, 216, 218, 220, 222, 224, 226, 228, 310, 312, CLT 309;
  - b) one further course in Augustan or Romantic literature (230, 232, 234, 236, 238, 242, 330, 340, CLT 239);

Students who take both survey courses (210d and GLT 291d) may omit the historical requirements 3a and 3b.

No colloquia (120) or writing courses are required for the major. Students may, however, count up to two colloquia toward the major, or two courses in advanced writing (280, 282, 284, 286), but not more than a total of three such courses. English 111 does not count toward the major.

Students may take up to two semester courses in a foreign literature (not language), or two upper-level film courses taught in a literature department, toward an English major.

No required courses may be taken for an S/U grade except for one course in writing.

Majors are strongly recommended to take courses in American literature and in twentieth-century literature.

## The Minor

**Advisers:** Same as for the major.

The minor may take one of four forms:

- a) emphasis on literature: 210d; one course on a major figure (Chaucer, Shakespeare, Milton); and two courses in British or American literature above the 100 level;
- b) emphasis on American literature: 246; 248; one course in American or Afro-American literature above the 100 level; one English department seminar or Special Studies of which at least half deals with American or Afro-American literature; and one appropriate course in British literature above the 100 level;
- c) emphasis on writing: three writing and two literature courses, all above the 100 level, to be chosen by the student in consultation with her adviser for the minor;
- d) emphasis on the relation between English literature and the European literary tradition as defined by General Literature 291d. Requirements: GLT 291d; English 228; and two of the following: 234, 238, 242, 266.

## Honors

**Director:** for the Class of 1989, Nora Crow Jaffe; for the Class of 1990, to be announced.

### 431a Thesis

8 credits

Requirements: students in honors must fulfill the general requirements of the major. They will normally be given priority in seminars. In the first semester of the senior year they will present a thesis (431a) to count for one semester course beyond the 12 courses in English required for the major. In either the first or second semester of the senior year, they may carry three rather than four courses. Preference will

be shown applicants with B+ grades in literature courses or with strong faculty recommendations.

**Examination:** the honors examination taken in the spring of the senior year will cover four major works, selected by the student and approved by the department, which represent different periods and genres in English and American literature.

## Graduate

### 580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the chair. 4 credits

### 580b Graduate Special Studies

4 credits

### 580d Graduate Special Studies

8 credits

## Interdepartmental Minor in Ethics

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### Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*

Myron Peretz Glazer, Professor of Sociology and Anthropology

Malcolm B.E. Smith, Professor of Philosophy

\*Elizabeth V. Spelman, Associate Professor of Philosophy

Kathryn Pyne Addelson, Professor of Philosophy

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This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222b, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

PHI 235a Morality, Politics, and the Law

PHI 245a Philosophy of Law: Property

[PHI 304a Value Theory]

REL 250a Social Ethics I

REL 250b Social Ethics II

REL 353a Seminar: Medical Ethics

SOC 211b Ethical Issues in Social  
Organizations

SOC 305a Seminar: Qualitative Methods

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.



## Minor in the Department of Exercise and Sport Studies

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### Professors

Caryl Miriam Newhof, M.S.

†Donald Steven Siegel, Ed.D.

### Associate Professor

James H. Johnson, Ph.D., *Chair*

### Assistant Professors

Barbara Brehm Curtis, Ed.D.

Christine M. Shelton, M.S.

### Instructors

Camille O'Bryant, M.S.

Betsy A. Keller, M.S.

### Teaching Fellows

Susan Colodny, A.B.

Laura Graf, B.S.

Melissa Ackerman, B.A.

Christa Champion, A.B.

Karen Cromack, B.S.

Frances Grembowicz, B.S.

Madelyn McRae, B.A.

## A. Theory Courses

### 100b Introduction to Exercise and Sport Studies

A survey of the major subdisciplines of exercise and sport studies, including sports history and philosophy, sport psychology and sociology, exercise physiology and biomechanics, and health behavior.

4 credits

*James Johnson, Betsy Keller, Barbara Brehm Curtis, Christine Shelton*

M W F 9:20–10:30 a.m.

### 130a Stress Management

The physical and psychological components of stress, identification of personal stress-provoking situations and irritants, and techniques for daily stress management. Enrollment limited to 20.

1 credit

*Barbara Brehm Curtis*

T 1–2:50 p.m.

### 130b A repetition of 130a

1 credit

*Barbara Brehm Curtis*

Th 1–2:50 p.m.

### 140a Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease, and aging. Enrollment limited to 25.

4 credits

*Barbara Brehm Curtis*

T Th 8–9:20 a.m.

### 210a Kinesiology

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics, and qualitative analysis of exercise, sport, and dance.

4 credits

*James Johnson*

T Th 9:30–10:50 a.m., lab Th 1–2:50 p.m.

### 215b Exercise Physiology

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 111 or BIO 104, or permission of the instructor.

4 credits

*James Johnson*

T Th 9:30–10:50 a.m., lab Th 1–2:50 p.m.

### 340b Current Research in Health Science

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisite: 140, or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14.

4 credits

*Barbara Brehm Curtis*

T 1–2:50 p.m.

### 404a Special Studies

4 credits

*Members of the Department*

### 404b Special Studies

4 credits

## B. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students receive one credit for each completed section, with no more than four performance courses for credit counted toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

### 920a Advanced Lifesaving

Provides the skills and knowledge necessary to allow those successfully completing the course to effect safe rescues in aquatic emergencies. ARC certification upon suc-

cessful completion. Enrollment limited to 20.

1 credit

*Laura Graf*

Th 7:30–9:30 p.m.

### 920b A repetition of 920a

1 credit

*Laura Graf*

M 7:30–9:30 p.m.

### 921a Aerobic Dance

Choreographed dance routines to music.

1 credit

*Barbara Brehm Curtis*

T Th 3–3:50 p.m.

### 921b A repetition of 921a

1 credit

*Barbara Brehm Curtis*

T Th 3–3:50 p.m.

### 922a Badminton

The development of badminton skills, principles, evolution, strokes, and strategy. Enrollment limited to 16.

1 credit

*Frances Grembowicz*

M W 10:40–11:30 a.m.

### 922b A repetition of 922a

1 credit

*James Johnson*

T Th 11–11:50 a.m.

### 924a Fencing (Beginning)

The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20.

1 credit

*Jacqueline Blei*

T Th 9:30–10:20 a.m. or T Th 11–11:50 a.m.

### 924b A repetition of 924a

1 credit

*Jacqueline Blei*

T Th 11–11:50 a.m.

**927a Officiating Women's Sports**

A course for learning the technique of officiating women's field hockey or basketball. There will be an opportunity to become a certified official. Prerequisite: previous playing experience in the selected sport.

(E)

1 credit

*Caryl Newhof, Bonnie May*

To be arranged

**928a Outdoor Skills I**

Fundamentals of outdoor travel by canoe and foot. Emphasis on technique, conditioning, safety, nutritional requirements, and planning. Students should plan to make one or two weekend trips. Enrollment limited to 14.

1 credit

*Frances Grembowicz*

T Th 11–11:50 a.m.

**930a Physical Conditioning**

The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 20.

1 credit

*Betsy Keller*

M W 3:10–4 p.m.; T Th 3–3:50 p.m.

**930b A repetition of 930b**

1 credit

*Betsy Keller*

M W 3:10–4 p.m.; T Th 3–3:50 p.m.

**931a SCUBA Diving**

The use and care of equipment, safety, the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the department. Enrollment limited to 16.

1 credit

*David Stillman*

W 7:30–9:30 p.m.

**931b A repetition of 931a**

1 credit

*David Stillman*

W 7:30–9:30 p.m.

**932a Self-Defense**

The use of defensive and offensive moves to develop poise and enable the effective handling of threatening situations. Enrollment limited to 25.

1 credit

*To be announced*

T Th 11–11:50 a.m.

**933a Self-Paced Fitness**

Introduction to the principles of aerobic training, methods of participation, and actual training to improve aerobic power. Students are systematically monitored for maximum oxygen consumption throughout the semester while engaging in individually planned aerobic training programs. Enrollment limited to 20.

1 credit

*Barbara Brehm Curtis*

Th 11–11:50 a.m.

**933b A repetition of 933a**

1 credit

*Betsy Keller*

T 11–11:50 a.m.

**935b Springboard Diving**

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight.

1 credit

*Camille O'Bryant*

M W 2:10–3 p.m.

**936a Squash (Beginning)**

Basic strokes, rules, equipment, game tactics, and strategy. The history and traditions of squash. Enrollment limited to 12.

1 credit

*Caryl Newhof, M W 8–8:50 a.m.; Madelyn*

*McRae, T Th 8–8:50 a.m.; Susan Colodny,*

*T Th 11–11:50 a.m.; to be announced,*

*M W 3:10–4 p.m.*

**936b A repetition of 936a**

1 credit

*Caryl Newhof, M W 8–8:50 a.m.; Madelyn*

*McRae, M W 9:20–10:10 a.m.; to be*

*announced, M W 3:10–4 p.m.*

**937a Swimming**

Theory and performance of swimming. Swimming techniques including strokes, turns, and survival methods.

1 credit

*Camille O'Bryant*

T Th 11–11:50 a.m.

**[938b Synchronized Swimming]**

Instruction in basic synchronized swimming skills, adaptation of strokes to music, execution of stunts, and choreography of swimming routines. To be offered in 1989–90.

1 credit

**939a Tennis (Beginning)**

The development of tennis skills, principles, evolution, strokes, and strategy. Enrollment limited to 12.

1 credit

*Christine Shelton*, M W 8–8:50 a.m.; *Karen Cromack*, M W 9:20–10:10 a.m., M W 10:40–11:30 a.m.; *Susan Colodny*, T Th 8–8:50 a.m.; *Madelyn McRae*, T Th 11–11:50 a.m.

**939b A repetition of 939a**

1 credit

*Christine Shelton*, T Th 8–8:50 a.m.; *Frances Grembowicz*, M W 8–8:50 a.m.; *Karen Cromack*, M W 9:20–10:10 a.m.; *Madelyn McRae*, T Th 9:30–10:20 a.m.; *Susan Colodny*, T Th 11–11:50 a.m.

**941a Water Safety Instructor**

Instruction in techniques, theory, and teaching methods of swimming and lifesaving courses. American Red Cross certification upon successful completion. Prerequisites: current ARC Advanced Life-saving Certificate and advanced skill in swimming.

2 credits

*Camille O'Bryant*

M 7:30–9:30 p.m. plus two hours to be arranged.

**941b A repetition of 941a**

2 credits

*Camille O'Bryant*

Th 7:30–9:30 p.m. plus two hours to be arranged.

**942a Yoga**

Yoga postures, breathing, and philosophy. Designed to give an opportunity to discover weaknesses and strengths, misalignments, and imbalances. Enrollment limited to 20.

1 credit

*Jyoti Hansa Cripps*

Th 1–2:50 p.m. or Th 3–4:50 p.m.

**942b A repetition of 942a**

1 credit

*Jyoti Hansa Cripps*

Th 1–2:50 p.m.

**970b Fencing (Intermediate)**

Development of compound attack and defense based on combination of disengage, beat, lateral parries, and reposte. Circle parries, binds, and the concept of remise and reprise will also be presented. Prerequisite: 924a or b or permission of the instructor. Enrollment limited to 16.

1 credit

*Jacqueline Blei*

T Th 9:30–10:20 a.m.

**971a Squash (Intermediate)**

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: permission of the instructor. Enrollment limited to 12.

1 credit

*Caryl Newbof*

To be arranged

**972a Tennis (Intermediate)**

The development of stroke consistency, shot direction, and singles and doubles strategy. Prerequisite: permission of the instructor. Enrollment limited to 12.

1 credit

*Christine Shelton*

M W 2:10–3 p.m.; T Th 3–3:50 p.m.

**972b A repetition of 972a**

1 credit

*Christine Shelton*

M W 2:10–3 p.m. or M W 3:10–4 p.m.



**973b Yoga (Experienced)**

The yoga of B. K. S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 942. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 942. Enrollment limited to 20.

1 credit

*Jyoti Hansa Cripps*

Th 3–4:50 p.m.

**980a Tennis (Advanced)**

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: 3.5 rating on the National Tennis Rating System or permission of the instructor. Enrollment limited to 12.

1 credit

*Christine Shelton*

M W 3:10–4 p.m.

**980b A repetition of 980a**

1 credit

*Christine Shelton*

T Th 3–3:50 p.m.

## C. Performance Courses— Noncredit

The following courses are offered on an elective, noncredit basis. Classes usually meet twice per week for six weeks.

Key:

f = Fall

x = Winter I

y = Winter II

s = Spring

**Aerobic Dance**

*To be announced*

f: M W 7:30–8:20 p.m.; T Th 7:30–8:20 p.m.

x: M W 7:30–8:20 p.m.; T Th 7:30–8:20 p.m.

y: M W 7:30–8:20 p.m.; T Th 7:30–8:20 p.m.

s: M W 7:30–8:20 p.m.; T Th 7:30–8:20 p.m.

**Canoeing**

*Frances Grembowitz*

f: M W 1–1:50 p.m.

s: M W 1–1:50 p.m.

**CPR**

f: *To be announced*, Th 7:30–9:30 p.m.

**Crew**

f: *To be announced*, T Th 11–11:50 a.m.

*Camille O'Bryant*, T Th 4–4:50 p.m.

s: *Camille O'Bryant*, M W 3:10–4 p.m.;

T Th 3–3:50 p.m.

**First Aid**

y: *To be announced*, Th 7:30–9:30 p.m.

**Golf (Beginning)**

*Caryl Newbof*

f: M W 1–1:50 p.m.

s: T Th 11–11:50 a.m.

**Lacrosse (Beginning)**

*Jacqueline Blei*

x: T Th 4–4:50 p.m.

**Sculling**

*Camille O'Bryant*

f: M W 2:10–3 p.m.; M W 3:10–4 p.m.;

T Th 2–2:50 p.m.

s: T Th 9:30–10:20 a.m.; T Th 11–11:50 a.m.;

T Th 2–2:50 p.m.

**Squash (Beginning)**

*Madelyn McRae*

f: M W 10:40–11:30 a.m.

x: M W 10:40–11:30 a.m.

y: T Th 11–11:50 a.m.

**Swimming (Beginning)**

f: *To be announced*, M W 10:40–11:30 a.m.

x: *To be announced*, M W 10:40–11:30 a.m.

y: *Karen Cromack*, T Th 11–11:50 a.m.

s: *Karen Cromack*, T Th 11–11:50 a.m.

**Riding**

Recreational riding, noncredit riding instruction, and participation in competitive riding are all available at Smith College.

The courses of instruction offered each year include Beginning, Intermediate, and Advanced Horsemanship; Beginning, Intermediate, and Advanced Horsemanship over Fences; Dressage; Drill Class; and Horsemanship Certificate. A fee is charged for

these classes. Further information may be obtained from the Smith College Riding Stables, extension 2734.

## The Minor in Exercise and Sport Studies

**Advisers:** Barbara Brehm Curtis, James Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine.

**Requirements:** six semester courses including 100 and either 210 or 215. The other four courses may be selected from ESS departmental offerings. Only one of these electives may consist of four performance courses. Course selection for the minor must be approved by a faculty adviser.

## D. Graduate Courses

**Adviser:** Caryl Newhof.

### 505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an inter-scholastic or intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.  
4 credits

*Caryl Newhof*

F 9:20–10:30 a.m. and hours to be arranged

### 505b A repetition of 505a

4 credits

*Caryl Newhof*

To be arranged

**506a Advanced Practicum in Coaching**  
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisites: 505a or b.  
4 credits

*Caryl Newhof*

To be arranged

**506b** A repetition of 506a  
4 credits

*Caryl Newhof*

To be arranged

### [510b The Anatomical and Mechanical Analysis of Movement]

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. To be offered in 1989–90.  
4 credits

### 515a The Physiology of Exercise

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 215b or undergraduate exercise physiology.  
4 credits

*James Johnson*

M W F 8–9:10 a.m.

### 530a Statistical Methods for Exercise and Sport Studies

Quantitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool.  
4 credits

*Betsy Keller*

T Th 9:30–10:50 a.m.

### [540a Microcomputers in Exercise and Sport Studies]

Examination of computer utilization in the organization and administration of physical activity programs. The major course components include: a) developing systems for data acquisition and analysis in a human

performance laboratory setting; and b) utilizing microcomputers in organizing and administering physical activity programs. To be offered in 1989–90.

4 credits

### **560a Supervised Teaching in Physical Education**

Individually arranged.

4 credits

### **560b A repetition of 560b**

4 credits

### **565b Seminar in Skill Acquisition and Performance**

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required.

4 credits

*Betsy Keller*

M W F 10:40–11:50 a.m.

### **[570b Psychology of Sport]**

An examination of sport from a psychological perspective. Topics include sport and culture, competition, personality, gender differences, mental imagery, and group processes. To be offered in 1989–90.

4 credits

### **575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury**

Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited.

4 credits

*Mary O'Carroll*

T Th 8–9:20 a.m.; lab F 9:20–10:30 a.m.

### **580a Special Studies**

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually.

4 credits

*Members of the Department*

### **580b Special Studies**

4 credits

### **590a Thesis**

4 credits

*Members of the Department*

### **590b Thesis**

4 credits

### **590d Thesis**

8 credits

## Interdepartmental Minor in Film Studies

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### Assistant Professor

Deborah Linderman, Ph.D. (English  
Language and Literature and Film  
Studies)

### Advisers

Hans R. Vaget, Professor of German  
Language and Literature and of  
Comparative Literature, *Director*

Dean Flower, Professor of English  
Language and Literature

Barbara Kellum, Assistant Professor of Art  
Deborah Linderman, Assistant Professor of  
English Language and Literature and of  
Film Studies

### 200a Introduction to Film Studies

Examining the structural attributes of narrative cinema, this course will focus on the dominant model elaborated within the American studio system, although there will also be exploration of alternatives to that model. The course will stress investigation of the various ways in which contemporary theories—psychoanalysis, linguistics, feminist and ideological analysis—have been applied to cinematic representation. Film has been a particularly productive site for semiotic analysis because it activates different types of signs (image, voice, music, text, etc.) and because the cinema is a social institution with significant ideological effects. Students will be asked to confront individual films with the theoretical frameworks through close analysis. Screening fee.  
4 credits

*Deborah Linderman*

T Th 1–2:50 p.m.; film viewing M or W  
7:30–9:30 p.m.

### [GER 228b The New German Cinema]

### 231b Great Directors

Topic for 1988–89: Max Ophüls. A study of representative examples from one director's work, its stylistic and thematic characteristics, its contribution to the development of cinema, its cultural and historical context. Admission by permission of the instructor. Screening fee.

4 credits

*Hans R. Vaget*

T Th 9:30–10:50 a.m.; film viewing M or W  
7:30–9:30 p.m.

### 241a Genre/Period

Topic for 1988–89: Modern Japanese  
Cinema. Screening fee.

4 credits

*Deborah Linderman*

M W 3:10–4 p.m.; W 2:10–3 p.m.; film viewing M or W 7:30–9:30 p.m.

### FRN 250b French Cinema

### ENG 278b Mystery in Film and Fiction

### 281a How to Shoot a Movie Story

An introduction to the principles of classical cinema production including camera and editing techniques, with emphasis on concepts of pictorial continuity, the development of a narrative, and framing. We will write, shoot, and edit several short narrative films. Admission by permission of instructor. Prerequisite: 200. To be offered once only. (E)

4 credits

*Marcia Shiba*

T Th 9:30–10:50 a.m.

### [349b Women and Cinematic Representation]

Starting with an interrogation of the woman as spectacle in the classical cinema, the course will consider problems of feminine



spectatorship, of feminine identification with patriarchy's dominant images, of the possibility of production of counter-images, and finally of a specifically feminist alternative cinema. Films will be accompanied by theoretical and other readings. Questions of feminine subjectivity and desire will be consistently engaged. Recommended background: at least one course in film studies. Screening fee. To be offered in 1989-90. 4 credits

### [351b Film Theory]

Readings in classical film theory, including Munsterberg, Eisenstein, and Bazin, will be taken up in relation to appropriate "tutor films." There will follow readings in contemporary theory such as that of Metz, Heath, and Daudry, and certain applied critical analyses of specific film texts by Bellour, the editors of *Cahiers-du Cinema* and feminist film theoreticians. The course will conclude with consideration of avant-garde theory and its relation to avant-garde film texts as well as classical ones. Permission of the instructor is required. Screening fee. To be offered in 1989-90. 4 credits

### 361b Semiotic Perspectives for the Cinema

Semiotics is the study of how meaning is produced, transmitted, circulated and received within culture. This course will offer an introduction to the basic concepts of semiotics and the work of major thinkers in the field. Readings are heavily theoretical and are drawn from areas of linguistics, psychoanalysis, anthropology, feminism, literary and ideological analysis. The emphasis will fall on a reading of a select number of key texts by Saussure, Freud, and Marx, and their subsequent re-reading by Barthes, Lévi-Strauss, Lacan, Althusser, Foucault, Irigaray, and others. Bi-weekly films will provide supplements and alternative textual instances. Admission by permission of the instructor. Screening fee. 4 credits

*Deborah Linderman*

Th 3-4:50 p.m.; film viewing W or Th 7:30-9:30 p.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Minor

**Advisers:** Hans R. Vaget, Director (German Language and Literature and Comparative Literature), Dean Flower (English Language and Literature), Barbara Kellum (Art), Deborah Linderman (English Language and Literature and Film Studies).

The minor in film studies offers the opportunity to study film and film history in a coherent and structured manner. It is designed to develop the student's cinematic literacy based on a critical understanding of the medium, of its relationship to the other arts, and of film theory. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. This uniqueness of film as an art form is reflected in the requirements.

**Requirements:** six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

**Required courses:**

FLS 200a Introduction to Film Studies

FLS 351b Film Theory

**Electives:**

AAS 238b Afro-Brazilian Literature and Film

ENG 120a Film and Literature

ENG 278b The Mystery in Film and Fiction(E)

ENG 280a Advanced Essay Writing

FRN 250b French Cinema

FLS 231b Great Directors

FLS 241a Genre/Period

FLS 281a How to Shoot a Movie Story

FLS 349b Women and Cinematic Representation

FLS 361b Semiotic Perspectives for the Cinema

GER 228b The New German Cinema

ITL 342b Contemporary Literature and Cinema

## Majors in the Department of French Language and Literature

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### Professors

§Josephine Louise Ott, Ph.D.  
 §Marie-José Madeleine Delage, Lic. ès L.,  
     D.E.S., Docteur en Histoire  
 Patricia Weed, Ph.D.  
 Lawrence Alexander Joseph, Ph.D.  
 †James J. Sacré, Ph.D.  
 David R. Ball, Lic. ès L., Docteur en  
     Littérature Générale et Comparée  
     (French Language and Literature and  
     Comparative Literature), *Chair*  
 Marilyn Schuster, Ph.D. (French Language  
     and Literature and Comparative  
     Literature)

### Associate Professors

†Mary Ellen Birkett, Ph.D.  
 Ann Leone Philbrick, Ph.D.

### Assistant Professors

Martine Gantrel, Agrégée de l'Université,  
     Docteur de Troisième Cycle en  
     Littérature Française

Denise Rochat, Ph.D.  
 Janie Vanpée, Ph.D.  
 Titus Suck, Ph.D.  
 Eglal Doss-Quinby, Ph.D.  
 Leyla Ezdinli, Ph.D.

### Instructor

Laurence Bastidon, M.A.

### Lecturer

<sup>1</sup>Margaret Mauldon, Ph.D.

### Visiting Lecturer

Evelyn Woestelandt, Ph.D.

### Sèvres Visiting Lecturer

Jeanne Verdun, Agrégée de l'Université

All classes and examinations in the department are conducted in French with the exception of cross-listed courses and 250b. In all language courses, slide lectures, films, and work in the language laboratory will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 221.

Qualified students may apply for residence in La Maison Française, Dawes House.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary French

A one-year nonintensive elementary course. Open to students with no previous credit in French or fewer than two years of high school French. Four class hours a week plus laboratory.

8 credits

*Martine Gantrel*, M W F 8–9:10 a.m.; *Titus Suck*, M W F 10:40–11:50 a.m.

**110d Intensive Elementary French**

An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. Not open to students who have studied French except by permission of the department. Six class hours a week plus laboratory.

12 credits

Lec. Th 3–4:50 p.m.; sect. *Patricia Weed*, M W F 9:20–10:30 a.m., T Th 9:30–10:50 a.m.; *Eglal Doss-Quinby*, M T W Th F 1–2 p.m.

**120a Low Intermediate French**

Oral work and grammar review based on the study of modern texts. Reading will include short works and a screenplay by Jean-Paul Sartre. Various aspects of French culture will be emphasized. Prerequisite: two or three years of high school French. Four class hours per week plus laboratory.

4 credits

Lec. Th 3–4:50 p.m.; sect. *Leyla Ezdinli*, M W F 8–9:10 a.m.; *to be announced*, M W F 9:20–10:30 a.m.; *Janie Vanpée*, T Th 8–9:20 a.m.

**220a Intermediate French**

Grammar review and vocabulary building. The course will emphasize speaking and listening (films, discussion) with progressively increased practice in reading and writing. Prerequisite: four years of high school French or permission of the department.

4 credits

*Denise Rochat*, M W F 8–9:10 a.m.; *to be announced*, M W F 8–9:10 a.m.; *Ann Philbrick*, M W F 9:20–10:30 a.m.; *Martine Gantrel*, M W F 10:40–11:50 a.m.; *Jeanne Verdun*, M W F 1–2 p.m.

**220b A repetition of 220a**

4 credits

*Ann Philbrick*, M W F 9:20–10:30 a.m.; *to be announced*, M W F 10:40–11:50 a.m.

**300a Advanced Grammar, Phonetics, and Composition**

Emphasis on some of the subtle points of grammar. Weekly compositions; exercises in translation from English to French; extensive work in phonetics; discussion

and oral reports based on short modern texts.

4 credits

*Laurence Bastidon*

T Th 9:30–10:50 a.m.

**301b Advanced Composition**

A continuation of 300a. Emphasis on vocabulary building and development of prose style in French through text editing of weekly compositions, prose style analysis of selected major authors, and pastiche. Continuation of phonetic practice. Prerequisite: 300a or permission of the instructor.

4 credits

*Janie Vanpée*

T Th 9:30–10:50 a.m.

**B. Literature**

Unless otherwise stated, the prerequisite for intermediate literature courses is four years of high school French, or two semesters above the level of 100d, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

**AAS 201a The Literature of French-Speaking African and Caribbean Peoples in Translation****230a Readings in Modern Literature**

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced literature courses.

4 credits

**A. Fantasy and Madness**

Readings in various genres. Such authors as Maupassant, Alain Fournier, Giraudoux, Supervielle.

*Leyla Ezdinli*

M W F 9:20–10:30 a.m.



**B. Women Writers of Quebec**

Such authors as Roy, Loranger, Brossard, Bersianik, Blais, Hébert.

*Denise Rochat*

M W F 10:40–11:50 a.m.

**C. Quest for Identity**

Such authors as Anouilh, Colette, Camus, Duras.

*Laurence Joseph*

T Th 1–2:50 p.m.

**230b Readings in Modern Literature**

A repetition of 230a. Normally cannot be taken after 230a.

4 credits

**A. Fantasy and Madness**

Readings in various genres. Such authors as Maupassant, Alain Fournier, Giraudoux, Supervielle.

*Titus Suck*

M W F 9:20–10:30 a.m.

**B. Quest for Identity**

Readings in various genres. Such authors as Anouilh, Colette, Camus, Ionesco, Duras, Supervielle.

*Laurence Joseph*

T Th 8–9:20 a.m.

**C. New Writing**

Authors to be announced.

*To be announced*

M W F 10:40–11:50 a.m.

**240a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on civilization. Basis for both French literature and French studies majors.

4 credits

Lec. T 3–4:50 p.m.; sect. *Jeanne Verdun*, M W F 9:20–10:30 a.m.; *Eglal Doss-Quinby*, M W F 2:10–3 p.m.

**240b A repetition of 240a**

4 credits

Lec. T 3–4:50 p.m.; sect. *Denise Rochat*,

M W F 10:40–11:50 a.m.; *Jeanne Verdun*,

T Th 9:30–10:50 a.m.

**241a Introduction to the Literature and Civilization of France**

A study of cultural relationships in the seventeenth and eighteenth centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors.

4 credits

Lec. T 3–4:50 p.m.; sect. *to be announced*, M W F 10:40–11:50 a.m.; *Janie Vanpée*, T Th 9:30–10:50 a.m.

**241b A repetition of 241a**

4 credits

Lec. T 3–4:50 p.m.; sect. *Titus Suck*, T Th 8–9:20 a.m.; *Janie Vanpée*, T Th 1–2:50 p.m.

**259a Studies in Literary Forms: The Novel**

The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well-qualified freshmen are urged to seek admission to this course.

4 credits

*Laurence Joseph*, T Th 9:30–10:50 a.m.;

*Laurence Bastidon*, T Th 1–2:50 p.m.

**259b A repetition of 259a**

4 credits

*Ann Philbrick*

M W F 1–2 p.m.

**CLT 270b Utopias and Dystopias: Imagining the Best and the Worst**

**CLT 272a Women Writing: Twentieth-Century Fiction**

**CLT 305a Studies in the Novel**

Topic for 1988–89: Politics and the Novel.

**310b French Literature of the Middle Ages**

Topic for 1988–89: To be announced.



4 credits

*Eglal Doss-Quinby*

M W F 2:10–3 p.m.

**320a French Literature of the Renaissance**

An introduction to the major authors of the sixteenth century, including Rabelais, the poets of the Pléiade, and Montaigne.

4 credits

*Jeanne Verdun*

M W F 10:40–11:50 a.m.

**330b French Literature of the Seventeenth Century**

Corneille, Racine, Molière: classicism and controversy. Theatre as an art form: the triumph of the classical aesthetic. Theatre as a mirror of social and political issues such as education, the role of women, social climbing, and rebellion against authority.

4 credits

*Patricia Weed*

T Th 1–2:50 p.m.

**[340a French Literature of the Eighteenth Century]**

To be offered in 1989–90.

4 credits

**350a Preromanticism and Romanticism**

The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures.

4 credits

*Martine Gantrel*

T Th 9:30–10:50 a.m.

**350b A repetition of 350a**

4 credits

*Laurence Bastidon*

T Th 1–2:50 p.m.

**[352b French Poetry of the Second Half of the Nineteenth Century]**

The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. To be offered in 1989–90.

4 credits

**355b From Realism To Decadence**

Fiction and poetry of the second half of the nineteenth century by such authors as Flaubert, Zola, Huysmans, Baudelaire, Mallarmé. Topics: realism and Parnassian poetry; naturalism and the scientific awakening; symbolism and decadence.

4 credits

*Laurence Joseph*

T Th 9:30–10:50 a.m.

**360a French Literature of the Twentieth Century**

A study of major trends in the modern novel. Authors such as Proust, Gide, Camus, Sartre, Leiris, Robbe-Grillet, and Sarraute.

4 credits

*Denise Rochat*

M W F 1–2 p.m.

**[369b Modern French Literary Criticism]**

The reading of texts in the light of modern critical theories. The course will examine such theorists as Valéry, Sartre, Barthes, Goldmann, Bénichou, Poulet, Derrida, Mauron, Genette, and Cixous. To be offered in 1989–90.

4 credits

**404a Special Studies**

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

**404b Special Studies**

4 credits

**C. Civilization**

240a or b and 241a or b, see Section B., Literature

**250b French Cinema**

Consideration of historical developments and major trends underlying the modern French cinema. Works by directors such as Vigo, Clair, Renoir, Carné, Truffaut, Bresson, Godard, Resnais. Attendance at both film showings is required.

4 credits

*Denise Rochat*

M W F 8–9:10 a.m. (in English); viewing hours W 7:30–9:30 p.m., Th 3–4:50 p.m.

### 251b Contemporary Civilization: The French Press

An examination of contemporary French civilization in periodicals such as *Le Monde*, *L'Express*, *L'Événement du jeudi*, and others. Problems including the role of the media, education and youth, French politics, and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied.

4 credits

*Jeanne Verdun*

T Th 1–2:50 p.m.

### 380a Modern French Civilization

Topic for 1988–89: French culture and political thought in the nineteenth and twentieth centuries: in search of a republic. Particular emphasis will be placed on the role of the French Revolution as seen by various writers. The reading list includes writings by Madame de Stael, Tocqueville, Proudhon, Peyrefitte, Mitterand.

4 credits

*Titus Suck*

M W F 8–9:10 a.m.

### 389b Integrating Course

A senior course designed to coordinate the work of the major in French studies. The principal themes studied will be landscape and demography, economic and social evolution; Christian and humanistic traditions.

4 credits

*Patricia Weed*

T Th 9:30–10:50 a.m.

## D. Seminars

### 390a Stylistics

Composition, translations, analyses of various oral and written French styles.

4 credits

*Patricia Weed*

T 3–4:50 p.m.

### 391b Theme and Form in French Literature

Topic for 1988–89: To be announced.

4 credits

*Lawrence Joseph*

T 3–4:50 p.m.

### [392a Studies in Drama]

To be offered in 1989–90.

4 credits

### 393a French Thought

Topic for 1989–90: *L'Encyclopédie*: An Intellectual Revolution. Diderot's and d'Alembert's project to create a compendium of all extant knowledge, the central philosophical undertaking of the French enlightenment. Its historical, literary, and cultural contexts and its relationship to eighteenth-century epistemological and political concerns. Analysis of selected topics focusing on major issues of the period (concepts of freedom, wealth, man, woman, nature, history, science, language, power, etc.) that situate this masterpiece firmly at the origin of modern consciousness.

4 credits

*Janie Vanpée*

Th 1–2:50 p.m.

### [394a Studies in Nineteenth-Century Literature]

To be offered in 1989–90.

4 credits

### [395a Studies in Twentieth-Century Literature]

To be offered in 1989–90.

4 credits

## The Majors

**Advisers:** Ann Philbrick, Denise Rochat, Janie Vanpée, Patricia Weed.

**Adviser for Study Abroad:** Patricia Weed.

Majors in both French language and literature and French studies who spend the year in Paris will normally meet certain of the requirements during that year, in

particular the advanced courses in language.

## French Language and Literature

Requirements: 10 semester courses distributed as follows:

1. 240a or b or 241a or b or an equivalent accepted by the department as the basis for the major;
2. 300a, followed by 301b;
3. a seminar in French language, literature, or civilization, to be taken in the senior year; and
4. six additional semester courses, of which four must be literature courses at the advanced level.

A major is expected to have taken at least one course in five of the following periods: Middle Ages, Renaissance, seventeenth century, eighteenth century, nineteenth century, twentieth century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

## French Studies

Requirements: 10 semester courses distributed as follows:

1. 240a or b or 241a or b or an equivalent accepted by the department as the basis for the major;
2. 300a, followed by 301b;
3. 389b, a course designed to coordinate the work of the major in French studies;
4. an advanced course or a seminar in French language, literature, or civilization to be taken in the senior year;
5. three courses in French literature or civilization, of which two must be at the advanced level; and
6. two courses chosen from the French department or from appropriate offerings in other departments.

A major is expected to have taken at least one course in each of the following three periods: Middle Ages/Renaissance; seventeenth century/eighteenth century; nineteenth century/twentieth century.

The course counted as the basis for the major may also be used to fulfill the distribution requirement in one of the periods.

## Honors

**Director:** Lawrence Joseph.

### 431a Thesis

8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis in the first semester of her senior year. The thesis will be due on the first day of the second semester of her senior year. In the second semester of the senior year, she will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

## E. Graduate

**Adviser:** Lawrence Joseph.

### 580a Advanced Studies

Arranged in consultation with the department.

4 credits

### 580b Advanced Studies

4 credits

**580d Advanced Studies**

8 credits

**590a Research and Thesis**

4 or 8 credits

**590b Research and Thesis**

4 or 8 credits

**590d Research and Thesis**

8 credits



## Major and Minor in the Department of Geology

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### Professors

H. Robert Burger, Ph.D.  
H. Allen Curran, Ph.D.  
Brian White, Ph.D.  
John B. Brady, Ph.D., *Chair*

### Associate Professor

Robert M. Newton, Ph.D.

### Assistant Professor

Constance M. Soja, Ph.D.

### Lecturer

Ann Moss Burger, M.A.

Students contemplating a major in geology should elect 111a or b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

#### 105a Natural Disasters: Present Threat—Past Impact

An analysis of several types of natural disasters (volcanic eruptions, earthquakes, floods, and comet and meteorite impacts), how such disasters might be predicted, the vulnerability of various regions of earth to each type of disaster, the effect of such disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors.

4 credits

*Robert Burger*

M W F 3:10–4 p.m.

#### 106a Landscapes of North America

An examination of North American landscapes with emphasis on the origin of the national parks and monuments. Intended for nonscience majors.

4 credits

*Robert Newton*

T Th 1–2:50 p.m.

#### 107b Dinosaurs and Early Mammals

The study of the origin, evolution, and ecology of dinosaurs, ancient birds, and mammals from a geologic perspective.

Controversies concerning dinosaur social behavior and physiology and the extinction of these intriguing animals will be examined in light of recent geological evidence. Current debates concerning the habits and habitats of early mammals and early humans will also be discussed. Weekend field trips to local dinosaur footprint sites and to natural history museums will enhance our examination of the origin and extinction of species on our planet.

4 credits

*Constance Soja*

T Th 9:30–10:50 a.m.

#### 108b Oceanography

An introduction to the marine environment, with emphasis on seafloor dynamics, submarine topography and sedimentation, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and exploitation of the oceans by humans. At least one field trip to the Massachusetts coast and one oceanographic training cruise.

4 credits

*Allen Curran*

Lec. M W F 9:20–10:30 a.m.; lab T W or Th 1–4 p.m.

#### 109b The Environment

A study of the interrelationships between various elements of the earth's environment and the growing human population, urbanization, and industrialization. Topics

include characteristics and contamination of rivers, groundwater, and coastal zones; evolution and pollution of the atmosphere; origin, use, and depletion of fossil fuels; earthquakes, volcanoes, floods, and other geologic hazards; changing climate.  
4 credits

*Brian White*

T Th 9:30–10:50 a.m.

### 111a Introduction to Earth History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents, and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages, and dinosaur habitats.  
4 credits

*Constance Soja and Robert Newton*

Lec. M W F 9:20–10:30 a.m.; lab M T or Th 1–4 p.m.

### 111b A repetition of 111a

4 credits

*Constance Soja and Brian White*

Lec. M W F 9:20–10:30 a.m.; lab M T or Th 1–4 p.m.

### [209a Groundwater Geology]

A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and methods of artificial recharge. Prerequisites: 111a or b and MTH 111a or b. To be offered in 1989–90.

4 credits

### 221a Mineralogy

Elements of crystallography and crystal chemistry; identification and parageneses of the common rock-forming and economically important minerals; principles of optical mineralogy. Prerequisite: 111a or b.

4 credits

*John Brady*

Lec. T Th 9:30–10:50 a.m. and Th 11–11:50 a.m.; lab Th 1–4 p.m.

### 222b Petrology

Petrology and petrography of igneous and metamorphic rocks; origin, crystallization, and differentiation of magma; controlling factors of metamorphism. Prerequisite: 221a.

4 credits

*John Brady*

Lec. T Th 9:30–10:50 a.m. and Th 11–11:50 a.m.; lab Th 1–4 p.m.

### 231a Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleocology, and biostratigraphic importance. Special topics include speciation, functional adaptations, and the record of extinctions. Prerequisite: 111a or b or 107b; open without prerequisite to majors in biological sciences.

4 credits

*Allen Curran*

Lec. M W F 8:20–9:10 a.m.; lab W 1–4 p.m.

### 232a Sedimentology

A study of modern sediments, sedimentary processes, and primary sedimentary structures, and an analysis of ancient analogues preserved in the sedimentary rock record. Prerequisite: 111a or b or 108b.

4 credits

*Brian White*

Lec. M W F 10:40–11:50 a.m.; lab M 1–4 p.m.

### 241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 111a or b.

4 credits

*Robert Burger*

Lec. M W F 8:20–9:10 a.m.; lab T 1–4 p.m.

**251b    Geomorphology**

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b.

4 credits

*Robert Newton*

Lec. M W F 10:40–11:50 a.m.; lab W 1–4 p.m.

**PPL 265a Water and Policy: Sources, Uses, and Social Control****PPL 303b    Public Policy for Marine and Coastal Resources****311a    Exploration Geophysics**

Theory and application of geophysical exploration techniques including seismology, gravimetry, and magnetics. Extensive fieldwork. Prerequisites: 111a or b, two geology courses at the intermediate level, and MTH 111a or b.

4 credits

*Robert Burger*

Lec. T Th 8–9:20 a.m.; lab T 1–4 p.m.

**334b    Carbonate Sedimentology**

A detailed study of carbonate rocks. Laboratory work will include the study of petrographic thin sections and photomicrography with the use of acetate peels and advanced staining techniques where appropriate. Field trips to study the Lower Paleozoic rocks in New York State. Readings from current literature used as background for the laboratory and field studies. Prerequisite: 232a.

4 credits

*Brian White*

To be arranged

**[351a    Glacial and Periglacial Geology]**

The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past and present, related to Quaternary landforms. Prerequisite: 251b or permission of the instructor. To be offered in 1989–90.

4 credits

**[355a    Senior Seminar]**

Open to senior geology majors; junior geology majors by permission of the instructor. To be offered in 1989–90.

4 credits

**361b    Tectonics and Earth History**

Current topics in geology will be emphasized in a review of the chronology of events in earth history. Tectonic processes and their effect on the sedimentary and paleontologic records will be traced from the Precambrian to the present. A study of the Appalachians will emphasize the development of collisional and tensional tectonic regimes and the evolution of marine and terrestrial ecosystems through time. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently with this course.

4 credits

*Constance Soja and John Brady*

To be arranged

**404a    Advanced Work or Special Problems in Geology**

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

4 credits

*Members of the Department*

**404b    Advanced Work or Special Problems in Geology**

4 credits

**430d    Honors Project**

Admission by permission of the department.

8 credits

*Members of the Department*

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

## The Major

**Advisers:** for the Class of 1989, Brian White; for the class of 1990, Constance Soja; for the class of 1991, John Brady.

**Adviser for Study Abroad:** John Brady.

**Basis:** 111a or b.

**Requirements:** eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b, and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

## The Minor

**Advisers:** same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111a or b, 107b, 231a, 232a, 251b, and 361b. A student concerned about environmental and resource issues might take 111a or b, 108b, 109b, 221a, 232a, and 209a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

**Requirements:** six semester courses including 111a or b and a total of no more than three courses at the 100 level.

## Honors

**Director:** Brian White.

**432d Thesis**

12 credits

**Basis:** 111a or b.

**Requirements:** seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b, and 361b. An honors project (432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

## Field Experiences

The department regularly sponsors an interterm trip to the Bahamas to study modern and ancient coral reefs and carbonate environments. The facilities of the Bahamian Field Station on San Salvador Island are used during this field trip.



## Major and Minor in the Department of German Language and Literature

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### Professors

Willy Schumann, Ph.D., *Chair*

Hans Rudolf Vaget, Ph.D. (German

Language and Literature and Comparative Literature)

### Associate Professors

Margaret Skiles Zelljadt, Ph.D.

\*Gertraud Gutzmann, Ph.D.

Jocelyne Kolb, Ph.D.

### Assistant Professors

Robert Chapin Davis, Ph.D.

§Joseph George McVeigh, Ph.D.

### Visiting Lecturer

Katharina von Ankum, M.A.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit any 100-level German course (100d, 110d, 120a).

Students who plan to major in German or who wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in other literatures are also recommended.

## A. German Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension.

Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German.

8 credits

*Willy Schumann*, M W F 8–9:10 a.m.;

*Katharina von Ankum*, M W F 9:20–10:30 a.m.

### 110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours.

12 credits

*Robert Davis*

M W F 10:40–11:50 a.m., T Th 11–11:50 a.m.

### 120a Intermediate German I

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing, and aural comprehension. Prerequisite: two entrance units or 100d.

4 credits

*Jocelyne Kolb*, M W F 9:20–10:30 a.m.;

*Katharina von Ankum*, M W F 10:40–11:50 a.m.

**220a Intermediate German II**

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d or 120a or permission of the instructor.

4 credits

*Jocelyne Kolb*

M W F 10:40–11:50 a.m.

**220b A repetition of 220a**

4 credits

*Jocelyne Kolb*

M W F 10:40–11:50 a.m.

**221a Conversation and Composition**

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vitae, diary, and essay.

4 credits

*Jocelyne Kolb*

M W F 1–2 p.m.

**221b A repetition of 221a**

4 credits

*Jocelyne Kolb*

M W F 1–2 p.m.

**240b Analyzing and Writing Contemporary German**

Designed to assist intermediate students in understanding contemporary German texts from the perspective of purpose, content, and style. Materials will include advertisements, newspaper articles, letters, cartoons, speeches, official forms, literary selections, and song lyrics, as well as taped interviews and conversations. Weekly practice in writing and a selective grammar review. Prerequisite: 221a or b, placement, or permission of the instructor.

4 credits

*Robert Davis*

M W F 1–2 p.m.

**340a Advanced Studies in Translation and Style**

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom, and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor.

4 credits

*Hans R. Vaget*

T Th 9:30–10:50 a.m.

**B. German Literature and Civilization****225a Readings in German Literature**

Reading and discussion of representative works of German literature from the eighteenth century to the present; works by authors such as Tieck, Hoffmann, Stifter, von Droste-Hölschhoff, T. Mann, Kafka, Brecht, and others. Prerequisite: 221a or b, 240b, or permission of the instructor.

4 credits

*Willy Schumann*

M W F 9:20–10:30 a.m.

**281b German Civilization**

A survey of the cultural, social, economic, and political development of the German-speaking countries from the early Middle Ages to the end of World War II, with emphasis on the events and achievements of the last 200 years (Enlightenment, Goethezeit, the nineteenth century, the Wilhelminian Era, the Weimar Republic, the Third Reich); some attention will be paid to the High Middle Ages, the Reformation, the Baroque Age. In German. Prerequisites: 220a or b. Introductory courses in European history strongly recommended.

4 credits

*Willy Schumann*

M W F 9:20–10:30 a.m.

**[332a *Sturm und Drang*]**

A study of representative works by Lessing, Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social, and political history. To be offered in 1989–90.

4 credits

**333a Weimar Classicism**

A study of some of the aesthetic, philosophical, and political issues of classical German Humanism as reflected in major works by Goethe and Schiller; emphasis on the classical drama. Also the impact of Weimar Classicism on later intellectual and political history.

4 credits

*Hans R. Vaaget*

W 7:30–9:30 p.m.

**[334b Romanticism]**

The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the concept of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E.T.A. Hoffmann, and others. To be offered in 1989–90.

4 credits

**335b Nineteenth-Century Literature**

A study of representative works by authors such as Heine, Böchner, Fontane, Nietzsche, Marx, and others.

4 credits

*Hans R. Vaaget*

T 1–2:50 p.m., Th 1–2 p.m.

**[336b The Modern Novel]**

The development of the traditional novel to new novel forms; the relationship of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass. To be offered in 1990–91.

4 credits

**[338b The Modern Drama]**

The development of the German drama from expressionism to the present with attention to the historical context. Representative works by such authors as

Wedekind, Kaiser, Barlach, Brecht, Weiss, Dörrenmatt, Frisch, and others. To be offered in 1989–90.

4 credits

**351b Seminar in German Studies**

Topic for 1988–89: Berlin in German Literature. An examination of the image of Berlin in German literature from the late nineteenth century to the present; emphasis on Berlin as a cultural and political center in the Weimar Republic and the Third Reich, and on its complex status as a divided city in the post-World War II era. Texts by Theodor Fontane, Gabriele Reuter, Thomas Mann, Alfred Döblin, Irmgard Keun, Christa Wolf, and Ulrich Plenzdorf. Selected films about Berlin; with consideration of the representation of Berlin in the other arts.

4 credits

*Gertraud Gutzmann*

W 7–9:30 p.m.

**404a Special Studies**

Arranged in consultation with the department. Admission for senior majors by permission of the department.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**C. Courses in English****[227b Topics in German Literature]**

To be offered in 1989–90.

4 credits

**[228b The New German Cinema]**

Representative films of the New German Cinema (1962–present) as examples of innovative filmmaking in Europe. Cinematic representations of history; the role of women in postwar Germany. Practice in reading, seeing actively and critically, discussing what has been seen. Knowledge of film and of German is not required,



although background in either would be useful. Films by Fassbinder, Herzog, Syberberg, Kluge, Schlöndorff, Trotta, Wenders. Screening fee. To be offered in 1989–90.

4 credits

### **FLS 231b Great Directors**

Topic for 1988–89: Max Ophüls.

4 credits

*Hans R. Vaget*

T Th 9:30–10:50 a.m.; viewing times M W 7:30 p.m.

### **[234b History of the German Language]**

Development of standard literary German from its origins to the present. Position within Indo-European languages; relation to other Germanic languages; changes in sounds and grammatical forms; foreign influences on vocabulary; dialects. In English. Prerequisite: 220a or b or permission of the instructor. To be offered in 1989–90.

4 credits

### **288b History and Literature of the Two Germanys: 1945 to the Present**

The development of two different cultures in the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR); an examination of the role of literature, theatre, film, the press, and popular culture in East and West Germany.

*Gertraud Gutzmann*

T Th 9:30–10:50 a.m.

### **CLT 259b Realism**

The aims and achievements of Realism in works by such nineteenth- and early twentieth-century writers as Balzac, Zola, Turgenev, Dostoevsky, Stifter, Fontane, H. Mann; perspectives on Realism in the twentieth century (Critical and Socialist Realism).

4 credits

*Gertraud Gutzmann*

T 1–2:50 p.m., Th 1–1:50 p.m.; Th 2–2:50 p.m. at the option of the student

### **CLT 361a The Faust Myth**

Since its emergence in the sixteenth century, the Faust myth has provided a focus for the critical examination of the desire for knowledge, power, and self-realization. What are the basic elements of this myth? How and why do Faust texts change from one culture and historical period to another? What is the significance of the myth for an understanding of the intertextuality of literary works and the ways of the imagination? We will study Faust works in literature, opera, and film, by Marlowe, Goethe, Bulgakov, Mann, Berlioz, Gounod, Murnau, Clair, Szabo.

4 credits

*Hans R. Vaget*

T 1–2:50 p.m.

## **The Major**

Adviser: Robert Davis.

Adviser for Study Abroad: Robert Davis.

Requirements: based on 110d or 220a or b or the equivalent. Nine courses above the basis: 221a or b or 240b; 225a; 281b; [332a] or 333a; [334b] or 335b; [336b] or [338b]; 340a; 351b; one from [227b], [228b], [234b], 288b, CLT 259b, CLT 361a, FLS 231b.

## **The Minor**

Adviser: Robert Davis.

Requirements: based on 110d or 220a or b or the equivalent. Six courses above the basis: 221a or b or 240b; 225a; 281b; two from [332a] or 333a; [334b] or 335b; [336b] or [338b]; 351b; one from [227b], [228b], [234b], 288b, 340a, CLT 259b, CLT 361a, FLS 231b.



## Honors

Director: Hans R. Vaget.

### 430d Thesis

8 credits

### 431a Thesis

4 credits

Requirements: the same as those for the major, with the addition of a one-semester thesis course (431a) or a yearlong thesis course (430d), as well as an oral examination in the general area of the thesis.



## American Government

### [200b American Government]

A study of the major institutions of American government and their interaction in the determination of public policy. To be offered in 1989–90.

4 credits

### [201a American Constitutional Development]

The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions; documents and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers.

Not open to freshmen. To be offered in 1989–90.

4 credits

*Leo Weinstein*

### [202b American Constitutional Law]

Fundamental rights of citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen. To be offered in 1989–90.

4 credits

*Leo Weinstein*

### 203a American Political Parties

An examination of the contribution of parties to political representation and to the governing process. Opportunities for fieldwork, including participation in a local campaign.

4 credits

*Donald Robinson*

M W 10:40–11:50 a.m.; F 10:40–11:50 a.m. at the option of the instructor.

### 204a Urban Politics

Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas, including poverty, education, and housing.

4 credits

*Martha Ackelsberg*

T Th 9:30–10:50 a.m.

### 205b Political Participation

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole.

4 credits

*Martha Ackelsberg*

T Th 9:30–10:50 a.m.

### 206b The American Presidency

An analysis of the executive power in the Constitution and of the changing character of the executive branch.

4 credits

*Donald Robinson*

T 1–1:50 p.m., Th 1–2:50 p.m.

### [207a Politics of Public Policy]

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. To be offered in 1989–90.

4 credits

*Donald Baumer*

### 208a Elections in the Political Order

The causes and consequences of electoral and nonelectoral politics. Voting and elections are viewed in the social context of democracy. Topics include political socialization, partisanship, gender and minority politics, factors in the current elections, and related policy issues. Students analyze public polling data.

4 credits

*Howard Gold*

T Th 9:30–10:50 a.m.

**[208b Congress and the Legislative Process]**

An analysis of the legislative process in the United States, focused on the contemporary role of Congress in the policy-making process. Students will specialize in a policy of their choice, using it to evaluate Congress as a policy-making institution. To be offered in 1989-90.

4 credits

*Donald Baumer*

**[209a Studies in Local Government]**

Internship with the City of Northampton involving both practical and theoretical work in local politics. Admission by permission of the director. To be offered in 1989-90.

4 credits

*Martha Ackelsberg, Director*

**[211b Gender and Politics]**

The impact of sex on power and influence in American society. Not open to freshmen. To be offered in 1989-90.

4 credits

*Susan Bourque*

**230b The Politics of Advanced Industrial Society**

A discussion of the political issues facing advanced industrial societies and the conflicts produced by them. Among the political issues considered are relations with less developed countries and social planning, including problems of environmental control and the increasing scarcity of energy resources. In dealing with such issues, the roles played by intellectuals, the media, and activist middle-class groups are analyzed. Emphasis on the United States, with comparisons to Western Europe, Japan, and the Soviet Union. Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

*Stanley Rothman*

W F 9:20-10:30 a.m.

**[PPL 254b Agricultural and Public Policy in the United States (E)]****[PPL 259a Technology, Gender, and Public Policy in Cross-Cultural Perspective (E)]****PPL 304a Seminar in American Government: Science, Technology, and Public Policy**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with GOV 305b.

4 credits

*Stanley Rothman (Government) and*

*Stylianios Scordilis (Biology)*

Th 3-4:50 p.m.

**[304b Seminar in American Government]**

To be offered in 1989-90.

4 credits

*Stanley Rothman*

**305b Seminar in American Government**

Topic for 1988-89: Testing the Separation of Powers.

4 credits

*Donald Robinson*

T 3-4:50 p.m.

**306b Seminar in American Government**

4 credits

*To be announced*

To be arranged

**307a Seminar in American Government**

Topic for 1988-89: The Politics of Poverty.

An examination of the nature and extent of poverty in the United States and of policies designed to ameliorate poverty. A primary focus will be anti-poverty legislation of the Kennedy-Johnson era, especially the effectiveness of such legislation during the 1970s and 1980s. This review of recent governmental efforts to combat poverty will set



the stage for an exploration of contemporary debates about poverty policy.

4 credits

*Donald Baumer*

Th 7:30–9:30 p.m.

### 308b Seminar in American Government

4 credits

*To be announced*

To be arranged

### [310b Seminar in Urban Politics]

To be offered in 1989–90.

4 credits

*Martha Ackelsberg*

### SOC 321b Seminar: Social Welfare Policy

4 credits

*Charles Hamilton, Dona Cooper Hamilton*

To be arranged

### 411a Seminar in American Government

Policy-making in the national government.

Open only to members of the Semester-in-Washington Program. Given in Washington, D.C.

4 credits

*Catherine Rudder*

To be arranged

### 412a Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program.

8 credits

*Donald Baumer*

## Comparative Government

### 221a Government and Politics of Western Europe

A comparative analysis of the political systems of Britain, France, West Germany, and Italy. Examination of the historical background, the development of liberal democracy, the political culture and institutions, and current political and economic problems and prospects.

4 credits

*Elizabeth Doberty*

M W 8–9:10 a.m.

### 222a Government and Politics of the Soviet Union

An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist, and post-Stalinist political systems.

4 credits

*Steven Goldstein*

M W F 9:20–10:30 a.m.

### 223b Governments and Politics of the Middle East and North Africa

The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts and the international relations of the region.

4 credits

*Donna Robinson Divine*

T Th 9:30–10:50 a.m.

### 224a Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered.

4 credits

*Susan Bourque*

T Th 9:30–10:50 a.m.

### [225a Government and Politics of Sub-Saharan Africa]

An introductory survey of political, economic, and social factors. Traditional African government, colonial administration, and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria, and countries chosen by the students for their research projects. To be offered in 1989–90.

4 credits

*Walter Morris-Hale*

**226b Government and Politics of Japan**

The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.

4 credits

*Dennis Yasutomo*

T Th 9:30–10:50 a.m.

**[227a Government and Politics of Israel]**

A historical analysis of the establishment of the State of Israel and the formation of its economy, society, and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. To be offered in 1989–90.

4 credits

*Donna Robinson Divine*

**228b Government and Politics of China**

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power.

4 credits

*Steven Goldstein*

M W F 9:20–10:30 a.m.

**229b Government and Plural Societies**

A study of political problems resulting from the existence of ethnic, religious, and linguistic minorities in modern states. Political and constitutional status, protection, and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria, and Switzerland, and countries chosen by the students for their research projects.

4 credits

*Walter Morris-Hale*

M W 10:40–11:50 a.m.

**230a Politics and Society**

A comparison of the development and functioning of political institutions in Western Europe, the United States, the Soviet

Union, Japan, and selected Asian and/or Latin American Third World nations.

Emphasis upon the interrelationship between politics and the broader socio-economic and cultural environment.

Prerequisite: at least two courses in history or the social sciences, or permission of the instructor.

4 credits

*Stanley Rothman*

W F 10:40–11:50 a.m.

**[231a Problems in Political Development]**

Latin America and the Middle East, gender and social change. Emphasis on the study of two or three societies and politics in comparative perspective. To be offered in 1989–90.

4 credits

*Susan Bourque and Donna Robinson Divine*

**[PPL 259a Technology, Gender, and Public Policy in Cross-Cultural Perspective]****[320a Seminar in Comparative Government]**

Topic: Power and Politics in Africa: The Female Factor, A Glimpse into the Totality of Nation-building from the Female Perspective. Permission of the instructor required. To be offered in 1989–90.

4 credits

*Walter Morris-Hale*

**321a Seminar in Comparative Government**

Topic for 1988–89: Kinship and Politics in Middle Eastern Societies.

4 credits

*Donna Robinson Divine*

Th 1–2:50 p.m.

**324a Seminar in Comparative Government**

Topic for 1988–89: Technology, Gender and Public Policy in Latin America.

4 credits

*Susan Bourque*

T 1–2:50 p.m.

**[325a Seminar in Comparative Government: Communist Political Systems]**

Selected topics in domestic politics of communist nations. To be offered in 1989–90.  
4 credits

**[333b Seminar: The Politics of Capitalism]**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and social democratic and democratic socialist alternatives to capitalism. To be offered in 1989–90.  
4 credits

*Philip Green*

## International Relations

240a or b is suggested preparation for all other courses in this field.

**240a International Politics**

An analysis of the nature of international relations; sources of conflict and cooperation in the international system. Various theories of war and conflict discussed through case studies. Contemporary issues and problems will also be treated. Enrollment limited.

4 credits

*Elizabeth Doherty*

M W 10:40–11:50 a.m.

**240b A repetition of 240a**

4 credits

*To be announced*

T Th 9:30–10:50 a.m.

**241a The Politics of International Economic Relations**

The growth of the Western-dominated state system and its spread to the rest of the world; the tension between the sovereign independent state and economic interdependence; the development of international economic organizations and their successes and failures; Western, East-West,

and North-South trading, investment, and monetary relations.

4 credits

*Charles Robertson*

T Th 9:30–10:50 a.m.

**242a International Law**

The function of law in the international community, with special reference to its relationship to politics and social change. Not open to freshmen.

4 credits

*Peter Rowe*

M W 10:40–11:50 a.m.

**[243a Case Studies in American Foreign Policy]**

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah of Iran, and recent arms control negotiations. The bureaucratic and political pressures that framed the issues, as well as their broader substantive implications, are examined. Enrollment limited. To be offered in 1989–90.

4 credits

**243b Foreign Policy of the United States since 1898**

The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present.

4 credits

*Peter Rowe*

M W F 2:10–3 p.m.

**244a Foreign Policy of the United States**

Concepts for analysis of internal and external factors in the making of foreign policy decisions and control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War.

4 credits

*To be announced*

To be arranged



**248a The Arab-Israeli Dispute**

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism, and violence unleashed by the dispute.

4 credits

*Donna Robinson Divine*

T Th 9:30–10:50 a.m.

**[340a Seminar in International Law]**

To be offered in 1989–90.

4 credits

*Peter Rowe*

**341a Seminar in International Politics**

Topic for 1988–89: Arms Control and Disarmament. An examination of the history, theory, practice, and possibilities of various forms of arms limitations as one approach to peace.

4 credits

*Charles Robertson*

Th 3–4:50 p.m.

**342a Seminar in American Government and International Politics**

Topic for 1988–89: Continuity and Change in American Foreign Policy: The President vs. Congress.

4 credits

*Peter Rowe*

T 1–2:50 p.m.

**[343b Seminar on Foreign Policy of the Chinese People's Republic]**

The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. To be offered in 1989–90.

4 credits

*Steven Goldstein*

**344b Seminar in International Politics**

Topic for 1988–89: South Africa in World Politics. The impact of South African poli-

cies on African states and on the world community. By permission of the instructor.

4 credits

*Walter Morris-Hale*

T 3–4:50 p.m.

**345a Seminar in International Politics**

Topic for 1988–89: The United States and Western Europe. An examination of the major themes and issues in the relationship between the United States and Western Europe since 1945. The course seeks both to provide a historical overview of the evolving partnership and to examine a number of important contemporary issues.

4 credits

*Elizabeth Doberty*

T 1–2:50 p.m.

**[346a Seminar in International Politics]**

To be offered in 1989–90.

4 credits

**[347b Seminar on Soviet Foreign Policy]**

Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period. To be offered in 1989–90.

4 credits

**[348a Seminar in Comparative Government and International Relations]**

To be offered in 1989–90.

4 credits

*Donna Robinson Divine*

**349b Seminar in Comparative Government and International Relations: Foreign Policy of Japan**

The socio-cultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. Permission of the instructor is required.

4 credits

*Dennis Yasutomo*

T 1–2:50 p.m.



## Political Theory

### 260a Ancient and Medieval Political Theory

An examination of the classical polis and the Christian commonwealth as alternatives to the secular nation-state of the modern world. Also important, the question of the best regime.

4 credits

*Patrick Coby*

M W F 10:40–11:50 a.m.

### 260b History of European Political Theory, 1500–1800

An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of people's capacity to create and control political systems.

4 credits

*Patrick Coby*

M W F 10:40–11:50 a.m.

### [261a Political Theory of the Nineteenth and Twentieth Centuries]

A study of the major liberal and nonliberal political theories of the nineteenth and early twentieth centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber, and Marcuse. Not open to freshmen. To be offered in 1989–90.

4 credits

*Philip Green*

### [261b Problems in Democratic Thought]

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, representation, participation, majority rule vs. minority rights, and equality. Selected readings from classical and contemporary political thought. Not open to

freshmen. To be offered in 1989–90.

4 credits

*Philip Green*

### 263b Human Nature and Politics

An examination of theories of human nature, including psychoanalysis, behaviorism, and sociobiology, in terms of the implications of such theories for the central issues of political philosophy. Discussion of selected topics where these theories bear directly on political issues such as sex roles and politics, political violence, and the sources and consequences of contemporary changes in American lifestyles.

4 credits

*Stanley Rothman*

W F 10:40–11:50 a.m.

### [264d Selected Topics in Political Theory]

An intensive study of selected theorists and themes in political theory. Open to government majors, permission of the instructor required for nonmajors. To be offered in 1989–90.

8 credits

*Leo Weinstein*

### [265a Decentralism]

To be offered in 1989–90.

4 credits

*Martha Ackelsberg* (Smith College), *Myrna Breitbart* (Hampshire College)

### [361a Seminar in American Political Thought]

Topic: The American Founding. An examination of the political debates of the 1760s, 70s, and 80s, the period when the colonies resisted British imperial rule, fought for their independence, and then formed themselves into a single nation. To be offered in 1989–90.

4 credits

*Patrick Coby*

### 362b Seminar in Political Theory

Topic for 1988–89: Early Liberalism. An examination of the political philosophy of Bacon, Spinoza, Montesquieu, and Hume.

4 credits

*Patrick Coby*

Th 7:30–9:30 p.m.

**[363a Seminar in Political Theory:  
Theories of Capitalist Political Economy]**

Intensive reading in classical theories of capitalist political economy: Rousseau's *Discourse on Political Economy*, Smith's *Wealth of Nations*, Marx's *Capital*, and Mill's *Principles of Political Economy*. The seminar will conclude with readings from contemporary feminist discussions of capitalism. Prerequisites: 100d or equivalent; ECO 150 or 153 or the equivalent. To be offered in 1989–90.

4 credits

*Philip Green*

**364a Seminar in Political Theory:  
Feminist Theory**

Through a study of historical and contemporary writings about women and politics, this seminar examines descriptive and normative theories about women's place in society and political life, and the impact of gender, race, and class on political behavior. It also explores the ways in which taking gender as a category of analysis affects our theorizing about political life. Prerequisites: 100d or the equivalent; at least one course that addresses issues of gender in society (preferably from the list of courses approved for the major in women's studies).

4 credits

*Martha Ackelsberg*

W 7:30–9:30 p.m.

**[366a Seminar: Ideology, Culture, and  
Politics]**

How does the ruling class maintain its rule in democratic societies? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; 261a recommended. To be offered in 1989–90.

4 credits

*Philip Green*

**404a Special Studies**

Admission for majors by permission of the department.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

Admission for majors by permission of the department.

8 credits

**The Major**

Advisers: Martha Ackelsberg, Donald Baumer, Susan Bourque, Patrick Coby, Donna Robinson Divine, Elizabeth Doherty, Steven Goldstein, Walter Morris-Hale (second semester), Charles Robertson (first semester), Donald Robinson, Peter Rowe, Leo Weinstein, Dennis Yasutomo (second semester).

**Adviser for Study Abroad:** Peter Rowe, Elizabeth Doherty.

**Prelaw Adviser:** Steven Goldstein.

**Graduate School Adviser:** Martha Ackelsberg.

**Director of the Jean Picker Semester-in-Washington Program:** Donald Baumer.

**Basis:** 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

**Requirements:** 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the

- same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

## The Minor

**Advisers:** Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

## Honors

**Director:** Patrick Coby.

Students eligible for the honors program may enter as juniors. Resident seniors, as well as those returning from a junior year at other institutions and the Junior Year in Geneva, may apply before the end of the first week of classes in September. There will be an orientation meeting for honors candidates on the first Wednesday of the fall semester at 3 p.m. in the office of the director.

**Basis:** 100d and at least one other course in government or, in exceptional circumstances, an equivalent number of courses approved by the chair.

### 431a Thesis

8 credits

**Requirements:**

1. Eight semester courses, including:
  - a) two courses in political theory or 264 (Selected Topics in Political Theory), and
  - b) a senior thesis (431a) to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.

2. An oral examination based on the thesis and the field in which it was written, to be taken in the second semester of the senior year. A candidate will select three courses that constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single field of government as described in the catalogue.

## Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, 201a, 202b, 203a, 206b, 207a, and 208b. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 12 credits are granted: four credits for a seminar in policymaking (411a); and eight credits for an independent research project (412a), normally culminating in a long paper, due in Northampton no later than January 10 immediately following the semester in Washington.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington.



## Major and Minor in the Department of History

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### Professors

Mary Maples Dunn, Ph.D.

Nelly Schargo Hoyt, Ph.D.

**\*\***Stanley Maurice Elkins, Ph.D.

**\***Robert M. Haddad, Ph.D. (History and  
Religion and Biblical Literature)

Joan Afferica, Ph.D.

R. Jackson Wilson, Ph.D.

**\*\***Lester K. Little, Ph.D., *Chair, first semester*  
Howard Allen Nenner, LL.B., Ph.D., *Chair,*  
*second semester*

**\*\***Joachim W. Stieber, Ph.D.

**\*\***Neal E. Salisbury, Ph.D.

**\***Daniel Horowitz, Ph.D. (American Studies  
and History)

**\***Helen Lefkowitz Horowitz, Ph.D. (History  
and American Studies)

### Visiting Professor

<sup>1</sup>Klemens von Klemperer, Ph.D.

### Professor of African Studies (at Smith College under the Five College Program)

<sup>1</sup>E. Jefferson Murphy, Ph.D.

### Associate Professors

**\*\***Daniel K. Gardner, Ph.D.

Ruth Harris, D.Phil.

### Assistant Professor

Ann Zulawski, Ph.D. (History and Latin  
American Studies)

### Lecturer

<sup>1</sup>Susan Grigg, Ph.D.

### Visiting Lecturers

Lisa Kallet-Marx, Ph.D.

<sup>2</sup>Peter Borowsky, D.Phil.

<sup>1</sup>William Johnston, Ph.D.

### Assistant

Robert Weir, M.A.

Students who are considering a major or advanced work in history are encouraged to enroll in 100a or 102a or 104a or 113a, and 101b or 114b. Those planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Introductory Courses

### 100a Ideas and Institutions in European History, 300–1600

The rise of a distinctive Latin Christian society in Western Europe; the emergence of new cultural ideals in Renaissance Italy;

religion and politics in the Age of Reformation; comparisons with Islamic and Chinese cultures. Normally for freshmen and sophomores; others may be admitted by permission of the instructor.

4 credits

*Lester Little, Director*

Lec. M 1–2 p.m., W 1–2 p.m. at the option of the director; dis. T 1–2:50 p.m., T 3–4:50 p.m. or W 2:10–4 p.m.

### 101b Society, Politics and Culture in Modern Europe, 1750–1968

A survey focusing on the key shifts in European social and political culture. The course will emphasize the emergence of industrial society; Enlightenment and French Revolution; development

of nation-states and spread of bourgeois culture; evolution of a class society, socialism, and feminism; impact of nationalism and imperialism; effects of two world wars; emergence of the welfare state as well as European recovery.

4 credits

*Ruth Harris*

Lec. T Th 11–11:50 a.m.; dis. W 2:10–4 p.m.,  
Th 1–2:50 p.m. or Th 3–4:50 p.m.

### 102a Ideas and Institutions in Ancient Greece and Rome, 500 B.C.—A.D. 325

The political, social, and cultural bases of Greek and Roman civilization from the emergence of the Greek city-state to the triumph of Christianity in the Roman Empire.

4 credits

*Lisa Kallet-Marx*

Lec. M W 9:20–10:30 a.m.; dis. F 9:20–10:30 a.m. or F 10:40–11:50 a.m.

### 103b A Tripartite Medieval World

An examination of the interaction of Latin Christian, Greek Christian, and Islamic society from the Christianizing of the Roman Empire in the fourth century to the fall of Constantinople in 1453.

4 credits

*Robert Haddad*

M W F 1–2 p.m.

### 104a Varieties of Historical Perspective

Proseminars on topics in and approaches to history. Registration limited; preference given to freshmen and sophomores. Each proseminar is suitable for students without prior training in history.

4 credits

#### A. The Imperial Tradition in Russian and Soviet History

An introduction to the ideological and political aspects of Great Russian attitudes toward minority populations in the nineteenth and twentieth centuries.

*Joan Afferica*

W 2:10–4 p.m.

#### B. The Middle Ages and the Renaissance in European Thought, 1770–1870

The images of the Middle Ages and of the Renaissance in England, Germany, and France as reflected in literature, politics, historiography, and the fine arts between c. 1770 and c. 1870. Novels by Sir Walter Scott, works by German and French Romantic writers on politics and history as well as the Gothic Revival in architecture studied as interrelated cultural phenomena, followed by an examination of the Romantic image of the Renaissance as an age of heroic individualism. The outlook and aims of the builders of Gothic Revival architecture in the United States in the late nineteenth and early twentieth centuries.

*Joachim Stieber*

Th 3–4:50 p.m.

### 113a An Introduction to the History of the United States, 1492–1876

A survey with particular emphasis on the development of market capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the director.

4 credits

*R. Jackson Wilson, Director*

Lec. M W 1–1:50 p.m.; dis. M W 2:10–3 p.m.,  
M W 3:10–4 p.m. or M W 3:10–4 p.m.

### 114b An Introduction to the History of the United States, 1876–Present

A survey with particular emphasis on the development of industrial capitalism and its consequences for politics, social life, and culture. Normally for freshmen and sophomores; others may be admitted by permission of the director.

4 credits

*Daniel Horowitz, Director*

Lec. M W 1–1:50 p.m.; dis. M W 2:10–3 p.m.,  
M W 2:10–3 p.m. or Th 3–4:50 p.m.

## Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless

otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

## Antiquity

### 202b (L) The Great Age of Greece, 600–336 B.C.

Politics, society, and culture of late archaic and classical Greece; tyranny and the development of the polis; freedom, empire, and democracy; Athenian culture in the age of Pericles; religion and society; the Peloponnesian War and its effects; Persia and Greece; the emergence of Macedon and the threat to Greek independence.

4 credits

*Lisa Kallet-Marx*

M W 10:40–11:50 a.m. and F 10:40–11:50 a.m. at the option of the instructor.

### 203a (C) The Transformation of Greece: Alexander the Great and the Hellenistic World

Exploration of the life and career of Alexander the Great and the political, social, and cultural effects of his conquest of the Persian empire, including the expansion of Hellenic culture and oriental influences; emergence of cosmopolitan society and culture; monarchy and the city-state; ruler cult, traditional gods, and mystery religions; exploration, learning, and science.

4 credits

*Lisa Kallet-Marx*

T 1–2:50 p.m.

### [204a (C) The Roman Republic]

To be offered in 1989–90.

4 credits

*Lisa Kallet-Marx*

### [205b (L) The Roman Empire]

To be offered in 1989–90.

4 credits

*Lisa Kallet-Marx*

### 206b (C) Aspects of Ancient History

Topic for 1988–89: The Age of Augustus and the Foundation of the Roman Empire, 31 B.C.–A.D. 37. A study of the crucial turn-

ing point in Roman history; the reigns of the first two emperors, Augustus and Tiberius Caesar. The restoration of the Roman state; the legacy of Republican ideals and the denial of monarchy; Augustan ideology in literature and art; the new nobility; treason trials and the first reign of terror.

4 credits

*Lisa Kallet-Marx*

T 1–2:50 p.m.

## Islamic Middle East

### [207a (L) Islamic Civilization to the Fifteenth Century]

The emergence, development, and decline of classical Islamic civilization; the reorganization of Mediterranean and Middle Eastern societies after the disintegration of the Roman and Iranian empires. To be offered in 1989–90.

4 credits

*Robert Haddad*

### 208b (L) Islamic Civilization since the Fifteenth Century

The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West.

4 credits

*Robert Haddad*

M W F 9:20–10:30 a.m.

## East Asia

### [211a (L) The Emergence of China]

A survey of Chinese society and civilization from c.1000 B.C. to A.D. 900. Attention given to political, social, intellectual, and artistic developments. Open to freshmen. To be offered in 1989–90.

4 credits

*Daniel Gardner*

### 212a (L) East Asia in Transformation, A.D. 900–1850

A survey of Chinese society and civilization A.D. 900–1850. Attention given to political, social, intellectual, and artistic developments. Open to freshmen.



4 credits

*Daniel Gardner*

T Th 9:30–10:50 a.m.

**[213a (C) Aspects of Chinese and Japanese History]**

To be offered in 1989–90.

4 credits

*Daniel Gardner*

**[214b (C) Aspects of Chinese History]**

To be offered in 1989–90.

4 credits

*Daniel Gardner*

**[218b Thought and Art in China]**

Topic for 1989–90: The Sung Dynasty. Lectures and discussion on the key figures and philosophical, cultural, and artistic movements in Sung Dynasty China (A.D. 960–1270). Prerequisite: one course in Chinese history or Chinese art. May be repeated for credit with different topics.

4 credits

*Daniel Gardner, Marilyn Rbie (Art and East Asian Studies)*

**Europe**

**219a (L) Europe in the Age of Migration, 300–1050**

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish, and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque.

4 credits

*Lester Little*

T Th 8:10–9:20 a.m.

**[220b (L) Europe in the Age of the Commercial Revolution, 1050–1300]**

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism,

the laity, and the suppression of dissent; expulsion of the Jews, crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. To be offered in 1989–90.

4 credits

*Lester Little*

**[221a (L) Social History of European Monasticism]**

From the Benedictines to the Jesuits: recruitment, patronage, governance, livelihood, and reciprocal ties with society. Comparison with other monastic movements and modern communal alternatives to traditional family structures. To be offered in 1989–90.

4 credits

*Lester Little*

**[222b (L) Early English History]**

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. To be offered in 1989–90.

4 credits

*Lester Little*

**223a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy**

Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to freshmen by permission of the instructor only.

4 credits

*Joachim Stieber*

T Th 8–9:20 a.m.

**[224b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times]**

Latin Christian society on the eve of the Reformation: the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to freshmen by permission of the instructor only. To be offered in 1989–90.

4 credits

*Joachim Stieber*



**JUD 226a Jews and World Civilization from Roman Times to the Expulsion from Spain (c. 30–1492)**

4 credits  
*Nelly Hoyt*  
 W 1–2:50 p.m.

**JUD 226b Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492–1942)**

**JUD 383a Jewish Studies Colloquium**

**227a (L) Tudor England**

The development of the early modern English state, from its fifteenth-century origins to the death of Elizabeth. An examination of dynasticism, religious upheaval, and the place and power of English monarchs from Richard III to James I.

4 credits

*Howard Nenner*

M W 9:20–10:30 a.m. and F 9:20–10:30 a.m. at the option of the instructor.

**228b (L) Stuart England**

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. An examination of religion, politics, and constitutional thought in England's century of revolution.

4 credits

*Howard Nenner*

M W 9:20–10:30 a.m. and F 9:20–10:30 a.m. at the option of the instructor.

**230b (C) A Social and Cultural History of England, 1830–1940**

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite.

4 credits

*Howard Nenner*

M 1–2 p.m., T 3–4:50 p.m.

**232b (C) Problems of the French Revolution**

A bicentennial: the French Revolution as seen in 1789, 1889, and 1989 in France and in Europe.

**233a (L) France Since Napoleon**  
 The evolution of modern France since 1815, with particular emphasis on problems of continuity and change in society and politics and on the relationship between socio-economic change and political behavior.

4 credits

*Ruth Harris*

T Th 9:30–10:50 a.m.

**239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars**

The political, social, and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state.

4 credits

*Joan Afflerca*

T Th 1–2:50 p.m.

**240b (L) Tradition and Change in Russian and Soviet History, 1801–Present**

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; prospects for change in the relationship between society and state in Soviet Russia.

4 credits

*Joan Afflerca*

T Th 1–2:50 p.m.

**[245a (L) The Age of Monarchy and Revolution, 1618–1815]**

A comparative analysis of political, social, and economic problems of continental Europe from the beginning of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only. To be offered in 1989–90.

4 credits

*Nelly Hoyt*

**246a (L) The Search for Happiness**

The intellectual history of Europe in the Age of Enlightenment. To be offered in 1988–89.

4 credits

*Nelly Hoyt*

M W F 8–9:10 a.m.

**250a (L) Europe in the Nineteenth Century**

The problem of secularization and the rise of ideologies; the triumph and failure of middle-class culture and politics, and the challenge of the new mass movements; the maturing of the nation-state, the working of the concert of Europe and its breakdown in the early twentieth century.

4 credits

*William Johnston*

T Th 8–9:20 a.m.

**251b (L) Europe in the Twentieth Century**

The problem of total war and civil society; the Russian Revolution and the challenge of communism; reconstruction after two wars; labor and the left; mass culture and modernism in the twenties and thirties; fascist movements and fascist regimes; the welfare state; is there European civilization after the Holocaust.

4 credits

*Peter Borowsky*

T Th 8–9:20 a.m.

**253b (C) Women's History in Nineteenth-Century Europe**

Comparative survey concentrating on topics relating to women with a view to recasting traditional interpretations of nineteenth-century social and cultural history; concentration on the relationship between women, work, and the family in industrializing Europe; the impact and nature of women's communities; women and socialism; women and the history of sexuality in the nineteenth century.

4 credits

*Ruth Harris*

T Th 9:30–10:50 a.m.

**Africa****258a (L) Twentieth-Century Africa: A Modern History**

A general survey of the African continent from a historical perspective, covering the period from the colonial conquest to the present. It is based on lectures and discussion, with an infusion of films and videotapes including several of the Ali Mazrui productions, *The Africans*.

4 credits

*E. Jefferson Murphy*

M W F 2:10–3 p.m.

**Latin America****260a (L) Colonial Latin America, 1492–1821**

Iberian invasions in the sixteenth century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas.

4 credits

*Ann Zulawski*

T Th 9:30–10:50 a.m.

**261b (L) National Latin America, 1821 to the Present**

A thematic survey of Latin American history in the nineteenth and twentieth centuries focusing on the development of export economics and the consolidation of the state in the nineteenth century; the growth of political participation by the masses after 1900 and the efforts of Latin Americans in the second half of the twentieth century to bring social justice and democracy to the region.

4 credits

*Ann Zulawski*

M W 9:20–10:30 a.m.

**[263a (C) Continuity and Change in Spanish America and Brazil]**

To be offered in 1989–90.

4 credits

*Ann Zulawski*

## United States

### [266a (L) The Colonial Experience in North America]

The depopulation of native North America and its resettlement by Europeans and enslaved Africans; English, French, Spanish, and Dutch colonial empires; particular attention to social, economic, political, and cultural factors in the rise of the British colonies and their triumph in the American Revolution. To be offered in 1989–90.

4 credits

*Neal Salisbury*

### [267b (L) North American Indians and Euro-American Society: A Historical Survey]

An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians, from pre-Columbian times to the present. To be offered in 1989–90.

4 credits

*Neal Salisbury*

### 268a (L) America as a New Nation: The Federalists and Republicans, 1789–1820

Ideological and political developments during the age of Washington and Jefferson. Principal themes: the emergence and definition of an ideology of party and faction, the conflict between agrarian and entrepreneurial views of the world, and the unsettling impact of the French Revolution and its consequences in Europe.

4 credits

*Stanley Elkins*

M W 9:20–10:30 a.m.

### 272a (L) United States Social History, 1815–1890

Social, economic, and cultural change during the age of industrialization and territorial expansion. Focal topics: the emergence of new working and middle classes; Afro-Americans during and after slavery; the transformation of family farming; new roles

for women and men; new forms of religion, ethnicity, and popular culture; the uprooting of Native Americans.

4 credits

*Neal Salisbury*

T Th 9:30–10:50 a.m.

### 273b (L) Contemporary America, World War II to the Present

Topics include America's rise to global power, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity.

4 credits

*Daniel Horowitz*

Lec. M W 9:20–10:30 a.m.; dis. F 8–9:10 a.m. or F 9:20–10:30 a.m.

### 275a (L) Intellectual History of the United States, 1620–1860

4 credits

*R. Jackson Wilson*

M W 10:40–11:50 a.m.

### 276b (L) Intellectual History of the United States, 1860 to the Present

4 credits

*R. Jackson Wilson*

M W 10:40–11:50 a.m.

### 278 (L) History of Women in the U.S., 1865 to the Present

The course will continue the examination of the historical position of women within the society and culture. Problems will include the implications of class, the rise of the "lady," changing notions of sexuality, educational growth, feminism, Black women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects with a particular interest in the spatial configurations in which women live and work.

4 credits

*Helen Lefkowitz Horowitz*

T Th 9:30–10:50 a.m.



## Methodological, Comparative, Cross-Listed, and Interdepartmental Courses

**AAS 117b** History of Afro-American People

**AMS 210a** Topics in New England Studies

**HSC 211a** Perspectives in the History of Science: The History of Electricity

**AAS 217b** History of the Afro-American Woman and the Feminist Movement, 1830 to the Present

[**CLS 230b** The Historical Imagination (E)]

**AAS 270b** The History of the South since the Civil War

**AAS 277a** The Jazz Age

[**280a** (C) Problems of Inquiry]

Introduction to methods of historical research, analysis, and writing. To be offered in 1989–90.  
4 credits

**282a** (C) History, Historians, and Meaning in History

Special topics in the writing and interpretation of history.

+ credits

*Nelly Hoyt*

T 3–4:50 p.m.

**ECO 283a** American Economic History: Colonial Times to 1870

[**ECO 285b** American Economic History: 1870–1980]

Prerequisite for history majors: ECO 153a or b only.

**AAS 287a** History of Africa to the European Contact

**GER 288b** (L) History and Literature of the Two Germanys: 1945 to Present

The development of two different cultures in the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR); an examination of the role of literature, theatre, film, the press, and popular culture in East and West Germany.

4 credits

*Gertraud Gutzmann (German Language and Literature)*

T Th 9:30–10:50 a.m.

[**291a** (C) Topics in Comparative History]

To be offered in 1989–90.

4 credits

*Lester Little*

**292a** (C) Modern European Studies in History

Topic for 1988–89: Fascism and the Crisis of the European Mind. The course will examine the nineteenth-century roots of European fascism such as nationalism, aestheticism, conservatism, racism, elitism, populism, militarism, and futurism with the aim of emerging with a definition of fascism.

*Klemens von Klemperer*

W 2:10–4 p.m.

**LAS 301b** Topics in Latin American Studies

Topic for 1988–89: Origins and Legacies of the Mexican Revolution.

**AMS 302a** Seminar: The Material Culture of New England, 1630–1830

**IDP 326a** Seminar: Patronage of the Arts in Renaissance and Early Modern Europe

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and



economic status of artists from the early fifteenth to the early seventeenth centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required.

4 credits

*Richard Sherr (Music) and Joachim Stieber (History)*

T 3–4:50 p.m.

**EDC 381a The Teaching of History and the Social Studies**

## Seminars

**[307b Problems in the History of the Islamic Middle East]**

To be offered in 1989–90.

4 credits

**317a Topics in Chinese History**

Topic for 1988–89: Religion in China. The role of religion in traditional Chinese society. The course will examine anthropological approaches to Chinese religion; religion and politics; religion among the elite; popular religion; sectarian rebellions; the impact of Christianity in China.

4 credits

*Daniel Gardner*

Th 1–2:50 p.m.

**[320b Early European History to 1300]**

To be offered in 1989–90.

4 credits

*Lester Little*

**[324b Topics in European History, 1300–1660]**

Topic: The Theory and Practice of Government in a Society of Orders. An examination of forms of government and social organization in early modern Europe, including petty lordships, village communities, towns, kingdoms, religious orders and corporations, and ecclesiastical principalities, including the papacy. To be offered in 1989–90.

4 credits

*Joachim Stieber*

**[327b Topics in British History]**

To be offered in 1989–90.

4 credits

*Howard Nenner*

**340b Topics in Russian History**

Topic for 1988–89: Revolutions in Russia: Myths and Realities, 1881–1917.

4 credits

*Joan Afferica, Maria Banerjee (Russian Language and Literature)*

W 7:30–9:30 p.m.

**346b Problems in Eighteenth-Century Intellectual History**

Topic for 1988–89: Printers, Publishers, and the Reading Public.

4 credits

*Nelly Hoyt*

T 3–4:50 p.m.

**350b Modern Europe**

Topic for 1988–89: The Revolutionary Tradition in Modern Europe. A comparative study of the French Revolution of 1789, the European Revolutions of 1848, and the Russian Revolution of 1917.

4 credits

*Peter Borowsky*

W 2:10–4 p.m.

**355a Topics in European Social History**

Topic for 1988–89: Problems in Science, Medicine, and Society in the Nineteenth Century. Introduction to the relationship between medicine, science, and society in Western Europe and America focusing on the emergence of new professions, the organization of science and medicine, and the impact of scientific ideas on social theory and management; areas to be covered will include Darwinism and evolution; eugenics; science and popular movements; science and the women's question; public health and the people's health; the study of the human mind and psychoanalysis.

4 credits

*Ruth Harris*

T 3–4:50 p.m.

**[361b Problems in the History of Spanish America and Brazil]**

To be offered in 1989–90.

4 credits

*Ann Zulawski***[365a Topics in Colonial American History]**

To be offered in 1989–90.

4 credits

*Neal Salisbury***367a Problems in American History**

Topic for 1988–89: The Rise and Fall of the Cotton Kingdom: The American South, 1815–1865.

4 credits

*Stanley Elkins*

T 3–4:50 p.m.

**375b Problems in United States Intellectual History**

Topic for 1988–89: Family, Religion, and Culture in America, 1800–1860.

4 credits

*R. Jackson Wilson*

M W 2:10–3 p.m.

**383a Research in Women's History: The Sophia Smith Collection**

Topic for 1988–89: American Women in the Era of Enfranchisement, 1869–1920.

4 credits

*Susan Grigg*

Th 3–4:50 p.m.

**404a Special Studies**

By permission of the department, for qualified upperclassmen.

4 credits

**404b Special Studies**

4 credits

**The Major**

**Advisers:** Joan Afferica, Stanley Elkins, Daniel Gardner, Robert Haddad, Ruth Harris, Lisa Kallet-Marx, Lester Little, Howard Nenner, Joachim Stieber, R. Jackson Wilson, Ann Zulawski.

**Adviser for Study Away: Nelly Hoyt.**

All sophomores planning to study away from Smith, and seniors returning (except those who honor), *must* have their programs approved by the departmental adviser for study away.

The history major comprises 11 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, at least one of which examines the period before 1600. Only two 100-level courses may be counted toward the major. Students who enter the major as juniors or with a strong preparation in history should substitute appropriate 200-level courses for the basis of the major.
2. Field of concentration: five courses consisting of *either*
  - a) one history seminar and four courses at the 200-level, no more than two of which may be related courses in other disciplines; *or*
  - b) two seminars and three courses at the 200-level, one of which may be a related seminar or course in another discipline.
3. Additional courses, consisting of four history courses or seminars in at least two fields distinct from the field of concentration.

The S/U grading option is not allowed for courses counting toward the major.

In the normal sequence, students should complete the requirements for the basis of the major prior to enrolling in advanced courses.

A student who has passed the AP examination in European history with a grade of 4 or 5 may count this as the equivalent of HST 101b (for 4 credits) toward the major; or, a student who has passed the AP examination in American history may count this as the equivalent of HST 114b (for 4 credits) toward the major.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

## The Minor

**Director:** Ruth Harris.

**Advisers:** same as those listed for the major.

The minor is comprised of five semester courses:

1. No more than two of which may be at the 100 level.
2. At least one of which must examine the period before 1600.
3. At least three of which must be related in some manner. Students should consult with the director of the minor.

## Honors

**Director:** R. Jackson Wilson.

### 431a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, not later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis will count for eight credits during the fall semester of the senior year.

Each honors candidate will defend her thesis in the week before spring recess at an oral examination in which she will be asked to relate her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

Honors students will present 12 courses (48 credits) for the history major, including the thesis in the fall semester of the senior year.

The definition of the basis for the major and of the fields of concentration will be the same as for regular majors. For honors students, the distribution of the ten courses that follow the basis for the major differs from that of regular majors and will be as follows:

1. Four courses in the field of concentration, one of which may be in another discipline and at least one of which must be a seminar;
2. The thesis counting for two courses (eight credits);
3. One semester course in ancient history or a related course in ancient studies;
4. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration.

Additional stipulation concerning seminars: The eight courses (32 credits) that follow the basis for the major will include at least two seminars, one of which must be in the field of concentration. Seminars or special studies for honors students may be offered in conjunction with selected lecture courses, for additional credits, upon consultation with the director of honors.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1660; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

## Modern European Studies in History

This interdisciplinary program offered to history majors is designed to coordinate courses in modern European history (1789 to the present) with related areas of study.

The program consists of 12 semester courses, distributed as follows:

1. The basis for the major will normally be any two 100-level history courses, one of which examines the period before 1600. Only two 100-level courses may be counted toward the major.
2. Field of concentration: eight semester courses consisting of:
  - a) two 200-level courses (eight credits) and two seminars in modern European history, one of the latter being the integrating course (292a) taken either in the junior or senior year; and
  - b) four 200-level courses (16 credits) dealing with the modern European period in related disciplines.
3. Two additional courses (eight credits) in history outside the field of concentration.

Majors in modern European studies in history may apply for admission to the departmental honors program. They may also participate in study abroad programs in Europe during the junior year, with the permission of their major adviser.

## Graduate

### 580a Special Problems in Historical Study

Arranged individually with graduate students.  
4 credits

### 521a Problems in Early Modern History

4 credits

### 541a Problems in Modern European History

4 credits

### 571b Problems in American History

4 credits

### 580b Special Problems in Historical Study

4 credits

### 590a Research and Thesis

4 credits

### 590b Research and Thesis

4 credits



## Interdepartmental Minor in History of the Sciences

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### Advisers

Kathryn Pyne Addelson, Professor of Philosophy, *Director*

George Fleck, Professor of Chemistry

Ruth Harris, Associate Professor of History

Virginia Hayssen, Assistant Professor of Biological Sciences

Nelly Schargo Hoyt, Professor of History

\*Douglas Lane Patey, Associate Professor of English Language and Literature

†Marjorie Senechal, Professor of Mathematics

\*\*Melvin Steinberg, Professor of Physics

The Smith College program in the history of the sciences offers opportunities for students to trace the historical development of contemporary scientific theories and ideas, to examine science and technology in their cultural and social contexts, and to study the lives and works of individual scientists. The program is designed for all students, whatever their major concentration.

### 111a American Science in the Making

An examination of science and scientists in cultural and social contexts. Benjamin Franklin and Thomas Jefferson as scientists, the impact of Darwinism in the United States, and science in twentieth-century America. The course includes special case studies on science and scientists at Smith College.

4 credits

*Ruth Rinard*

T Th 1–2:50 p.m.

### ANT 131b Human Evolution

*Elizabeth Hopkins*

M W 10:40–11:50 a.m.

### 203b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering

how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy.

4 credits

*Douglas Patey*

T Th 9:30–10:50 a.m.

### PPY 209b Philosophy and the History of Psychology

*Peter Pufall (Psychology)*

T Th 9:30–10:50 a.m.

### 211a Perspectives in the History of Science

Topic for 1988–89: The History of Electricity.

4 credits

*Andreas Kleinert (University of Hamburg)*

To be arranged

### PHI 224a Philosophy and History of Scientific Thought

*Jill de Villiers (Psychology and Philosophy)*

M W F 2:10–3 p.m.

**AST 234b History of Astronomy***David Van Blerkom (UMass)*

T Th 2:30–3:45 p.m. at UMass

**HST 346a Seminar: Problems in Eighteenth-Century Intellectual History**

Topic for 1988–89: Printers, Publishers, and the Reading Public.

4 credits

*Nelly Schargo Hoyt*

T 3–4:50 p.m.

**MTH 350b Topics in the History of Mathematics***Stan Wagon (Mathematics)*

T Th 1–2:50 p.m.

**HST 355a Seminar: Topics in European Social History**

Topic for 1988–89: Problems in Science, Medicine, and Society in the Nineteenth Century. Introduction to the relationship between medicine, science, and society in Western Europe and America focusing on the emergence of new professions, the organization of science and medicine, and the impact of scientific ideas on social theory and management. Areas to be covered will include Darwinism and evolution, eugenics, science and popular movements, science and the women's question, public health and the people's health, the study of the human mind and psychoanalysis.

4 credits

*Ruth Harris*

T 3–4:50 p.m.

**404a Special Studies**

4 credits

**404b Special Studies**

4 credits

History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.

**The Minor**

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the

## Interdepartmental Minor in International Relations

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### Advisers

Peter N. Rowe, Professor of Government, *Director*

Joan Afferica, Professor of History

Elizabeth Hopkins, Professor of Sociology and Anthropology

Cynthia Taft Morris, Professor of Economics

Charles P. Staelin, Associate Professor of Economics

**\*\***Elizabeth Doherty, Instructor in Government

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes —political, economic, social, cultural, and environmental—that are increasingly important to all nations.

Requirements: GOV 240, *plus* one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:
  - GOV 242 International Law
  - [GOV 340 Seminar in International Law]
  - GOV 341 Seminar in International Politics: Arms Control and Disarmament
  - ANT 232 Politics in Non-Western Societies
  - ANT 340 Seminar: The Dynamics of Change: Traditional Identity and Modernization in the Third World

- PWS 200 Peace and War in the Nuclear Age: An Interdisciplinary Approach
- [ECO 213 The World Food System]

2. One course in international economics or finance:

- GOV 241 Politics of International Economic Relations
- ECO 205 International Trade and Commercial Policy
- ECO 206 International Finance
- ECO 208 European Economic History
- ECO 209 Comparative Economic Systems
- ECO 211 Economic Development
- [ECO 305 Seminar: International Economics]
- [ECO 309 Seminar: Topics in Comparative Economic Systems]
- ECO 311 Seminar: Topics in Economic Development

3. One course in contemporary American foreign policy:

- [GOV 243 Case Studies in American Foreign Policy]
- GOV 243 Foreign Policy of the United States since 1898 (second semester 1988–89)
- GOV 244 Foreign Policy of the U.S.

- GOV 342 Seminar in American Government and International Politics: Continuity and Change in American Foreign Policy
- ECO 290 The Economics of Defense
- HST 273 Contemporary America: World War II to the Present

4. One course in modern European history or government with an international emphasis:

- HST 250 Europe in the Nineteenth Century
- HST 251 Europe in the Twentieth Century
- HST 350 Modern Europe
- HST 233 France Since Napoleon
- HST 240 Tradition and Change in Russian and Soviet History, 1801–Present
- HST 258 Twentieth-Century Africa: A Modern History
- HST 292 Modern European Studies in History
- GOV 221 Government and Politics of Western Europe
- GOV 222 Government and Politics of the Soviet Union
- [GOV 325 Seminar in Comparative Government: Communist Political Systems]
- GOV 345 Seminar in International Politics: The United States and Western Europe
- [GOV 347 Seminar: Soviet Foreign Policy]
- ECO 208 European Economic History

5. One course on the economy, politics, or society of a Third World area:

Africa

- AAS 287 History of Africa to the European Contact
- GOV 223 Governments and Politics of the Middle East and North Africa
- [GOV 225 Government and Politics of Sub-Saharan Africa]

- [GOV 320 Seminar in Comparative Government: Power and Politics in Africa: The Female Factor]
- GOV 344 Seminar in International Politics: South Africa in World Politics
- ANT 231 Africa: A Continent in Crisis

Asia

- HST 212 East Asia in Transformation A.D. 900–1850
- [HST 213 Aspects of Chinese and Japanese History: Intellectual Foundations of China]
- [HST 214 Aspects of Chinese History]
- HST 317 Topics in Chinese History
- GOV 226 Government and Politics of Japan
- GOV 228 Government and Politics of China
- [GOV 343 Seminar on Foreign Policy of the Chinese People's Republic]
- [GOV 346 Seminar in International Politics]
- GOV 349 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
- [REL 270 Religious History of India]
- REL 271 Buddhist Thought

Middle East

- GOV 248 The Arab-Israeli Dispute
- [HST 307 Seminar: Problems in the History of the Islamic Middle East]
- HST 208 Islamic Civilization Since the Fifteenth Century
- GOV 223 Governments and Politics of the Middle East and North Africa
- REL 275 Islam

Latin America

- ANT 237 Native South Americans: Conquest and Development
- ECO 318 Seminar: Latin American Economics



- GOV 224 Latin American Political  
Systems
- HST 261 National Latin America, 1821  
to the Present
- [HST 263 Continuity and Change in  
Spanish America and Brazil]
- IAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges could be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

## Major and Minor in the Department of Italian Language and Literature

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### Professors

§Margherita Silvi Dinale, Dottore in Lettere  
†Iole Fiorillo Magri, A.M., Dottore in Lingue  
e Letterature Straniere

### Associate Professor

Alfonso Procaccini, Ph.D., *Chair*

### Assistant Professors

Giovanna T. Bellesia, Ph.D.  
Franco Manai, Dottore in Lingue e  
Letterature Straniere

### Lecturer

Lella Gandini, M.A.

It is recommended that students planning to major in Italian take HST 100a, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should consult the adviser about preparatory courses.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses majors will be required to write in Italian; nonmajors may do written work in English.

## A. Language

Credit is not granted for the first semester only of an introductory language course.

### 100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Regular attendance and laboratory work are required.

8 credits

*Giovanna Bellesia, Lella Gandini*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

### 110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work are required.

12 credits

*Giovanna Bellesia, Franco Manai*

M W F 10:40–11:50 a.m., T Th 11–11:50 a.m.; M W F 9:20–10:30 a.m., T Th 11–11:50 a.m.

### 120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d or 110d. Conversation and discussion meetings.

8 credits

*Lella Gandini*

M W F 9:20–10:30 a.m.

### [220a High Intermediate Italian]

Reading of and comment on contemporary, not exclusively literary, Italian texts and newspaper articles with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 110d, 120d, or permission of the department. To be offered in 1989–90.

4 credits

### 331b Advanced Italian

A continuation of 220a, with emphasis on development of style. Intensive oral and written work. Prerequisite: 220a or permission of the department.

4 credits

*Giovanna Bellesia*

To be arranged

## B. Literature

### 250a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social backgrounds.

4 credits

*Alfonso Procaccini*

T Th 9:30–10:50 a.m.

### 251b A continuation of 250a

Prerequisite 250a.

4 credits

*Alfonso Procaccini*

T Th 9:30–10:50 a.m.

### [332d Dante: *Vita Nuova*, *Divina Commedia*]

8 credits

### 334a Boccaccio and the Novella

Themes, structure, and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English.

4 credits

*Alfonso Procaccini*

T Th 11–11:50 a.m.

### [337a Culture and Literature of Eighteenth Century Italy]

Selected readings from Vico's *Scienza Nuova* and *Autobiografia*; "La Frusta letteraria" and "Il Caffè"; Goldoni's theatre; Alfieri's *Vita* and his tragedies; Foscolo's *Le ultime lettere di Jacopo Ortis*, *Sonetti*, and *Sepolcri*.

4 credits

### 338b Italian Literature of the Nineteenth Century

Topic for 1988–89: Giacomo Leopardi's *Canti* and *Operette Morali*; Alessandro Manzoni's *I promessi sposi*.

4 credits

*Alfonso Procaccini*

T Th 11–11:50 a.m.

### [342b Contemporary Literature and Cinema]

A parallel study of fiction and film from Neorealism to the present. Works by Verga, Visconti, De Sica, Bassani, Rossellini,

Pavese, Moravia, Antonioni, Vittorini, Fellini, and Bertolucci. Conducted in English.

4 credits

### 343a Modern Italian Literature

Topic for 1988–89: Fiction of the Turn of the Century. Readings and analysis of works by D'Annunzio, Capuana, Pirandello and Svevo.

4 credits

*Franco Manai*

To be arranged

### CLT 350b Renaissance Portraits

A study of works by representative authors of the Renaissance with particular focus on the portrayal of ideals or models as aesthetic creations: the humanist, the courtier, the lover, the statesman, the hero, and the intellectual. Exploration of the biography, essay, treatise, and lyric as modes of self-reference. Authors include Petrarch, Castiglione, Marguerite de Navarre, Michelangelo, Leonardo, Machiavelli, Erasmus, Montaigne, and others.

4 credits

*Alfonso Procaccini*

M 7:30–9:30 p.m.

### 399a Senior Project

Designed to coordinate the work of the major and direct research for the long paper.

4 credits

*Members of the Department*

### 404a Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level.

4 credits

*Members of the Department*

### 404b Special Studies

4 credits

### 408d Special Studies

8 credits

## The Major

**Advisers:** Alfonso Procaccini, Margherita Dinale.

**Adviser for Study Abroad:** Alfonso Procaccini.

**Basis:** 110d or 120d.

**Requirements:** nine semester courses in addition to the basis and including the following: 250a and 251b; [332d]; 334a; two of the following: [337a], 338b, [342b], 343a; and 399a.

## The Minor

**Advisers:** Alfonso Procaccini, Giovanna Bellesia.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

**Required:**

- [220a High Intermediate Italian]
- 250a Survey of Italian Literature
- 251b Continuation of 250a
- 331b Advanced Italian

**Choice of one:**

- 334a Boccaccio and the Novella

**Choice of one:**

- [337a Culture and Literature of the Eighteenth Century]
- 338b Italian Literature of the Nineteenth Century
- 343a Modern Italian Literature

## Honors

**Directors:** Members of the Department

### 431a Thesis

8 credits

**Basis:** 110d or 120d.

**Requirements:** nine semester courses in addition to the basis, as in the major, and a thesis (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

## Graduate

**Advisers:** Margherita Dinale, Alfonso Procaccini.

### 550a Research and Thesis

4 credits

### 550b Research and Thesis

4 credits

### 550d Research and Thesis

8 credits

### 551a Advanced Studies

4 credits

### 551b Advanced Studies

4 credits

### 551d Advanced Studies

8 credits



## Interdepartmental Minor in Jewish Studies

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Howard Adelman, Ph.D., Assistant Professor of Jewish Studies and Director of the  
Jewish Studies Program

### Jewish Studies Advisory Committee

Martha A. Ackelsberg, Professor of Government

†Bruce Theodore Dahlberg, Professor of Religion and Biblical Literature

Donna Robinson Divine, Professor of Government, *Chair*

Stanley Elkins, Professor of History

Myron Peretz Glazer, Professor of Sociology and Anthropology

Peter Isaac Rose, Professor of Sociology and Anthropology

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### REL 110b Thematic Studies in Religion B. Jewish-Christian Relations

To be offered in 1989–90.

#### 187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Texts from the early synagogue, Muslim Spain, Christian Europe, the Renaissance, the shtetl, the United States, and modern Israel will be read in English translation.

4 credits

*Howard Adelman*

M W F 2:10–3 p.m.

#### 200-Level Courses

Prerequisite: permission of the instructor required for freshmen.

#### 224b Introduction to Rabbinic Texts

Topic for 1988–89: Women in Rabbinic Literature. An introduction to the Jewish textual tradition, the world of rabbinic discourse, and the literary genres produced, including Biblical narratives about women and female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of

women in Mishnah, Gemara, responsa, codes, and commentaries, addressing issues of marriage, the family, divorce, abandonment, lesbianism, adultery, abortion, birth control, prostitution, rape. All readings will be in English translation.

4 credits

*Howard Adelman*

M W F 2:10–3 p.m.

#### 226a Jews and World Civilization from Roman Times to the Expulsion from Spain (c. 30–1492)

A survey of the structure of Jewish life in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity, dispersions, the Crusades; Jews and Jewish culture in medieval Christian Europe and in Muslim Spain.

4 credits

*Howard Adelman*

M W F 1–2 p.m.

#### 226b Jews and European Civilization from the Sephardic Diaspora to the Holocaust (c. 1492–1942)

A thematic overview of Jewish history in modern times in Western and Eastern Europe, the United States, and the Land of Israel: the Inquisition, heresy, the ghetto, political emancipation, anti-Semitism, enlightenment, secularization, Zionism,

radicalism, modern Jewish religious movements (Hasidism, Reform, Orthodox, Conservative, Reconstructionism).

4 credits

*Howard Adelman*

M W F 1–2 p.m.

### 300 Level-Courses

**Prerequisite:** at least one 200-level course in one of the following fields: Jewish studies, religion, history, or permission of the instructor.

#### 383a Jewish Studies Colloquium

History and literature of the Holocaust. Interdisciplinary approaches to current scholarship on the destruction of European Jewry from 1933–1945. Topics will include: the question of uniqueness, relationship to Jewish history, Jewish/Christian guilt and responsibility, implications for contemporary theology, law, education, psychology, morality, Jewish/Christian relations.

4 credits

*Howard Adelman*

W 7:30–9:30 p.m.

#### [385b Jewish Autobiography]

Reading and discussion of autobiographical writings which span the modern Jewish experience from late Renaissance Italy, through Central, Western, and Eastern Europe, to the United States, Israel, the Holocaust, and the Soviet Union. These readings will highlight the struggle for self-expression, family preservation, and communal control in light of many diverse circumstances. Selections will include the works of Leon Modena, Glueckel of Hameln, Solomon Maimon, and others, male and female. Readings will be English translations from Hebrew, Yiddish, and German. **Prerequisite:** one course in Jewish history or literature. To be offered in 1989–90.

4 credits

#### 404a Special Studies

4 credits

#### 404b Special Studies

4 credits

## The Minor

**Advisers:** Howard Adelman and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages such as Hebrew, Yiddish, Arabic, English, Italian, and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British, and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam possess traditions in common with Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry, and Hebrew. A minor in Jewish studies serves to complement offerings in Bible, New Testament, or Christian theology; ancient, medieval, early modern, or modern history; archaeology, government, anthropology, or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

### Hebrew Scriptures

- ARC 211a Introduction to Archaeology
- REL 210b Introduction to the Bible I
- [REL 311a Seminar: Issues in Biblical Interpretation]
- [REL 312b Archaeology in Biblical Studies]

### Jewish History

- JUD 226a Jews and World Civilization, 30–1492
- JUD 226b Jews and European Civilization, 1492–1942

### Jewish Literature

- JUD 187a The Jewish Heritage
- JUD 224b Introduction to Rabbinic Literature

### Jewish Religious Thought

- [REL 110b Jewish-Christian Relations]
- REL 235a Jewish Philosophers and Mystics in the Middle Ages
- [REL 236a Jewish Thought in the Twentieth Century]

### Hebrew

- REL 100d Biblical Hebrew
- [REL 285a Hebrew Religious Texts]
- [REL 285b Hebrew Religious Texts]
- [REL 382b Directed Readings in Religious Texts]

### Contemporary Jewry

- SOC 213b Ethnic Minorities in America
- SOC 313a America's People: Generations of Jews
- GOV 223b Government and Politics of the Middle East and North Africa
- [GOV 227a Government and Politics of Israel]
- GOV 248a The Arab-Israeli Dispute
- GOV 321a Seminar in Comparative Government: Kinship and Politics in Middle Eastern Societies

- JUD 383a Jewish Studies Colloquium: History and Literature of the Holocaust

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their freshman year. See the director.

## Interdepartmental Major and Minor in Latin American Studies

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### Advisers and Members of the Latin American Studies Committee

Ann Zulawski, Assistant Professor of History and of Latin American Studies, *Director*

\*Susan C. Bourque, Professor of Government

Alice Rodrigues Clemente, Professor of Spanish and Portuguese and of Comparative Literature

Erna Berndt Kelley, Professor of Spanish and Portuguese

\*Andrew Zimbalist, Professor of Economics

Charles Mann Cutler, Jr., Associate Professor of Spanish and Portuguese and of Afro-American Studies

Nola Reinhardt, Associate Professor of Economics

†Donald Joralemon, Assistant Professor of Sociology and Anthropology

Marina Kaplan, Assistant Professor of Spanish and Portuguese and of Latin American Studies

†Nancy Saporta Sternbach, Assistant Professor of Spanish and Portuguese

Angeles Placer, Instructor in Spanish and Portuguese

Richard Reed, Visiting Lecturer in Sociology and Anthropology

Elaine N. Miller, Head of the Reference Department, Neilson Library

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### 100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions, conducted by members of various participating departments, will focus on such topics as: perceptions of conquest; women in colonial times; nation building in the nineteenth century; twentieth-century revolutions and the international context.

4 credits

*Marina Kaplan (Spanish and Portuguese and Latin American Studies)*

*Ann Zulawski (History and Latin American Studies)*

T 3–4 p.m., Th 3–4:50 p.m.

4 credits

*Ann Zulawski*

T 3–4:50 p.m.

### The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended). Following this a program of studies is developed that includes courses on Latin American literature and selections from courses related to Spanish America and/or Brazil from the disciplines of anthropology, economics, history, literature, and government. Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b or HST 262a.

### 301b Topics in Latin American Studies

Topic for 1988–89: Origins and Legacies of the Mexican Revolution. A research seminar drawing on materials and methodologies from different disciplines to examine issues in Latin American culture and history. Permission of the instructor is required.



**Requirements:**

1. SPP 260a and SPP 261b or two of the following: [SPP 370], [SPP 371], SPP 372, SPP 373; a reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be selected from economics, government, and anthropology; at least two of the five must be 300-level courses.

Approved courses for 1988–89:

**Afro-American Studies:**

239a The Afro-Luso-Brazilian Triangle

**Anthropology:**

236a Economic Anthropology

237b Native South Americans

**Economics:**

211a Economic Development

318b Seminar: Latin American Economics

**Government:**

224a Latin American Political Systems

324a Seminar in Comparative Government: Technology, Gender and Public Policy in Latin America

**History:**

260a Colonial Latin America, 1492–1821

261b National Latin America, 1821–Present

**Spanish and Portuguese:**

POR 100d Elementary Portuguese

[POR 120b Intermediate Portuguese]

POR 210b Literature and Culture in the Portuguese-Speaking World

SPP 260a Survey of Latin American Literature I

SPP 261b Survey of Latin American Literature II

SPP 372b Themes in Latin American Literature

SPP 373a Literary Movements and Periods in Latin America: Topic for 1988–89: *Vanguardia*

**The Minor**

Requirements: six courses dealing with Latin America to be selected from anthropology, economics, government, history, and literature. They must include HST 260, HST 261, and SPP 260a or SPP 261b, and at least one course at the 300 level.

**Honors****431a Thesis**

Admission by permission of the Latin American Studies Committee.  
8 credits

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

## Interdepartmental Minor in Logic

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### Co-Directors and Advisers

James Henle, Professor of Mathematics  
 Thomas Tymoczko, Professor of Philosophy  
 Stan Wagon, Associate Professor of Mathematics

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In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

### 100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 121. (E)

4 credits

*James Henle, Thomas Tymoczko*

Lec. M W 9:20–10:30 a.m.; dis. F 8–9:10 a.m., F 9:20–10:30 a.m., F 9:20–10:30 a.m., or F 10:40–11:50 a.m.

### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

### The Minor

Five courses will be required:

LOG 100a	Valid and Invalid Reasoning <u>or</u>
[PHI 121a	Introductory Logic]
MTH 217a	Mathematical Structures
[PHI 220b	Logic and the Undecidable]

Plus two of the following:

CSC 111a or b	Introduction to Computing and Computer Programming
CSC 250a or b	Foundations of Computer Science
MTH 153a or b	Introduction to Discrete Mathematics
MTH 224b	Topics in Geometry
MTH 233a	An Introduction to Modern Algebra
MTH 238a	Theory of Numbers
MTH 350b	Topics in the History of Mathematics
PHI 224a	Philosophy and History of Scientific Thought
PHI 236a	Linguistic Structures
PHI 262b	Meaning and Truth
LOG 404a,b	Special Studies in Logic

Students with sufficient background may be excused from LOG 100a and PHI 121a.

## Interdepartmental Minor in Marine Sciences

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### Advisers

Allen Curran, Professor of Geology, *Co-Director*

**\*\*Paulette Peckol**, Assistant Professor of Biological Sciences (at Smith College under the Five College Coastal and Marine Sciences Program), *Co-Director*

John Burk, Professor of Biological Sciences

Mary Laprade, Lecturer in Biological Sciences

Peter Rowe, Professor of Government

Brian White, Professor of Geology

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The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students may then choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six semester courses, including three required courses as follows:

GEO 108b Oceanography

BIO 226a Marine Ecology

A Special Studies or seminar course chosen with the advice of the minor adviser; and three elective courses from the following areas:

### Geology:

231a Invertebrate Paleontology and Paleoecology

232a Sedimentology

311a Exploration Geophysics

334b Carbonate Sedimentology

404a Special Studies (a or b)

### Biological Sciences:

217a Invertebrate Zoology

223a Principles of Ecology

224a Plant Ecology

305a Morphology of Algae and Fungi

[316b Biogeography]

[363b Selected Environmental Problems]

[364b Topics in Marine Ecology]

404 Special Studies (a or b)

### Social Sciences:

ECO 224b Environmental Economics

GOV 242a International Law

[GOV 340a Seminar in International Law]

GOV 408d Special Studies

PPL 303b Public Policy for Marine and Coastal Resources

### Five College Course Possibilities:

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Botany 524s Coastal Plant Ecology

Wildlife/Fish. Biology 571f Ecology and Management of Estuarine and Marine Fisheries

Geology 591f Marine Micropaleontology

A and RE 474s Marine Resources Economics

Geography 566s The Water's Edge

CE 559s Engineering Oceanography

**Off-Campus Course Possibilities:**

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program) and Woods Hole Oceanographic Institution (fall and spring semester courses). (Smith is an affiliate through the Five College Coastal and Marine Sciences Program.);

Williams/Mystic Seaport Program (Smith is an affiliate);

SEA Semester;

West Indies Laboratory Course Program on St. Croix;

Duke University Marine Laboratory, Semester and Summer Program.



## Major and Minor in the Department of Mathematics

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### Professors

†Marjorie Lee Senechal, Ph.D.

James Joseph Callahan, Ph.D.

\*\*Michael O. Albertson, Ph.D.

David Warren Cohen, Ph.D.

Phyllis Cassidy, Ph.D.

James M. Henle, Ph.D., *Chair*

### Associate Professors

Stan Wagon, Ph.D.

Joan P. Hutchinson, Ph.D.

### Assistant Professors

Patricia L. Sipe, Ph.D.

Robert J. Currier, Ph.D.

†Gitanjali Joglekar, Ph.D.

### Instructor

Mary Beck, M.S.

### Lecturers

Judith Moran, M.S.

Riaz Khan, Ph.D.

### Visiting Lecturer

William Rising, B.S.

### Laboratory Instructor

Mary Murphy, M.A.T.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics. Students with questions concerning placement, or those interested in majoring in mathematics, are encouraged to consult a math adviser.

A student with four years of high school mathematics but no calculus should enroll in Calculus I. A student who has had a full year of calculus in high school may enroll in Introduction to Discrete Mathematics, Linear Algebra, or Calculus III. If the year of high school calculus did not include material on sequences and series, then the student should, sometime in her first two years at Smith, enroll in the two-credit course, Sequences and Series. A student with at least half a year, but less than a full year of high school calculus, might start in either Calculus II or Introduction to Discrete Mathematics.

A student with less than four years of high school mathematics should enroll in Pre-Calculus. Those who have not had mathe-

tics for an extended period of time should consult the instructor of Algebra and Trigonometry.

Students who receive scores of 4 or 5 on the Advanced Placement test calculus AB may receive four credits, provided they do not complete Calculus I or II for credit. Those who receive a 4 or 5 on the Calculus BC may receive eight credits, provided they do not complete Calculus I, II, or Sequences and Series for credit.

Basic Statistics with Applications is intended for students who are not potential math majors.

### 101d Algebra and Trigonometry

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem solving techniques and analytical thinking. Topics include logic and elementary set theory, the arithmetic of the real number system, the geometry of the real line, linear and quadratic equations, absolute value, inequalities, the real plane, conic sections, trig-

onometry, and elementary functions. Enrollment limited to 15. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b.

8 credits

*Judith Moran*

M W F 9:20–10:30 a.m.

### 102a Pre-Calculus Mathematics

Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before taking calculus.

4 credits

*Mary Murphy*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

### 102b A repetition of 102a

4 credits

*Mary Murphy*

M W F 9:20–10:30 a.m.

### 105b Introductory Colloquium in Mathematics I

Mathematics for poets. No prerequisite.

4 credits

*Phyllis Cassidy*

M W F 2:10–3 p.m.

### 107b Basic Statistics with Applications

A non-calculus, nonmajor oriented course that emphasizes drawing valid conclusions from statistical information and recognizing abuses of statistics. Topics include description of data sets, Binomial, Poisson, and normal probability distributions, analysis of variance, regression/correlation, chi-square test, nonparametric methods. Enrollment in lab sections limited to 15. (E)

4 credits

*William Rising*

Lec. M W F 2:10–3 p.m., lab Th 1–2:50 p.m.

### 111a Calculus I

The derivative, the antiderivative, differentiation, applications to graphs, optimization problems, the definite integral.

4 credits

### *Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

M W F 10:40–11:50 a.m.; M F 1–2 p.m.

W 1–3 p.m.

### 111b A repetition of 111a

4 credits

### *Members of the Department*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.

M F 1–2 p.m., W 1–3 p.m.

### 112a Calculus II

Inverse functions, introduction to differential equations, techniques and applications of integration, Taylor approximations. Prerequisite: 111a or b or the equivalent.

4 credits

### *Members of the Department*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.

### 112b A repetition of 112a

4 credits

### *Members of the Department*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.

M W F 10:40–11:50 a.m.

### 113a Sequences and Series

Infinite sequences and series, power series, and polynomial approximation. For students who have had a year course in calculus that did not include sequences and series. Credit will not be given for 113 and 112 (formerly 122) taken prior to fall 1986. Prerequisite: 112a or b or the equivalent.

2 credits

*James Callaban*

T Th 11–11:50 a.m.

### 113b A repetition of 113a

2 credits

*Robert Currier*

T Th 11–11:50 a.m.

### 153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical

modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics.

4 credits

*Michael Albertson, Patricia Sipe*

M W F 8–9:10 a.m.; M W F 9:20–10:30 a.m.;

M W F 3:10–4 p.m.

### 153b A repetition of 153a

4 credits

*Joan Hutchinson*

M W F 10:40–11:50 a.m.

### PHY 210a Mathematical Methods of Physical Sciences and Engineering

#### 211a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from topics including differential equations, foundations of physics, geometry, and others. Prerequisite:

112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested.

4 credits

*Phyllis Cassidy, Joan Hutchinson*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.

#### 211b A repetition of 211a

4 credits

*Phyllis Cassidy, James Callaban*

M W F 8–9:10 a.m.; M W F 10:40–11:50 a.m.

#### 212a Calculus III

Vectors, partial differentiation, and multiple integration with applications. Prerequisite:

112a or b; 211a or b is suggested.

4 credits

*Mary Beck*

T Th 1–2:50 p.m.

#### 212b A repetition of 212a

4 credits

*Riaz Khan*

M W F 8–9:10 a.m.; M W F 1–2 p.m.

#### 217a Mathematical Structures

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a or a 200-level mathematics course, or per-

mission of the instructor. Offered in alternate years.

4 credits

*Riaz Khan*

M W F 1–2 p.m.

### [PHI 220b Logic and the Undecidable]

#### 222a Differential Equations

Theory and applications of ordinary differential equations. Prerequisites: 113a or b, 211a or b, and 212a or b, one of which may be taken concurrently.

4 credits

*Robert Currier*

T Th 8–9:20 a.m.

#### 224b Topics in Geometry

Topic for 1988–89: Geometry and the Imagination. Geometric figures described through the motion of simpler objects, for instance, an ellipse is the path of the earth around the sun. We will answer the question: what surface does an airplane propeller describe? We will also discuss the philosophical question of whether geometric objects are “real.” Prerequisite:

211a or b.

4 credits

*Robert Currier*

T Th 9:30–10:50 a.m.

#### 225a Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisites:

113a or b, 211a or b, and 212a or b, or permission of the instructor.

4 credits

*Mary Beck*

T Th 9:30–10:50 a.m.

#### 233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings, and fields. Prerequisites: 111a or b or

the equivalent, and 211a or b, or permission of the instructor.

4 credits

*Phyllis Cassidy*

M W F 1–2 p.m.

### 243b Introduction to Analysis

The real number line, continuous functions, differentiation, sequences and series of functions, measure and integration. Prerequisites: 113a or b, 211a or b, and 212a or b, or permission of the instructor.

4 credits

*Riaz Khan*

M W F 9:20–10:30 a.m.

### 245a Statistics: Testing of Hypotheses

An introduction to statistical inference: random variables; special distributions (binomial, normal); point and interval estimation; hypothesis testing (type I and type II errors); sampling distributions (student's *t*, chi-squared); standard parametric as well as nonparametric tests with a wide variety of applications. The mathematical foundations of statistical inference will be discussed along with implications of its interpretation in practice. Prerequisite: 112a or b or the equivalent.

4 credits

*William Rising*

M W F 8–9:10 a.m.

### 246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisite: 113a or b.

4 credits

*James Callaban*

M W F 10:40–11:50 a.m.

### 247b Statistics: Introduction to Regression Analysis

The analysis of data in linear models. Applications of least squares theory including regression, analysis of variance. Prerequisite: 211a or b.

4 credits

*William Rising*

M W F 1–2 p.m.

### CSC 250a, 250b Foundations of Computer Science

### CSC 252b Design and Analysis of Algorithms

### 253b Combinatorics and Graph Theory

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisite: 211a or b.

4 credits

*James Henle*

T Th 8–9:20 a.m.

### 264a Topics in Applied Mathematics

Topic for 1988–89: The Mathematics of Empirical Science. The logical structure of systems of scientific experiments, both classical and quantum systems. The Principle of Uncertainty. The geometry of the state space of a physical system. The class will construct a precise mathematical framework in which to discuss some of the philosophical questions at the heart of modern science. No background in physics is expected. Prerequisite: 211a or b.

4 credits

*David Cohen*

M W F 9:20–10:30 a.m.

### 270b Introduction to Numerical Methods

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 113a or b, 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal.

4 credits

*Stan Wagon*

T Th 9:30–10:50 a.m.

### 299a Colloquium in Mathematics

This course consists of a sequence of lectures on diverse topics in mathematics.



Speakers will include faculty members from Smith and other institutions, as well as students working on honors projects in mathematics. All class meetings are open. Prerequisites: 211a or b, 212a or b, and either two additional courses at the 200 level or permission of the director. May be repeated for credit.

2 credits

*James Callahan*

T 3–4:50 p.m.

### 299b A repetition of 299a

2 credits

*Robert Currier*

T 3–4:50 p.m.

### 307a Topics in Mathematics Education

Topic for 1988–89: Problem-Solving. A study of problem-solving as a discipline, an art, and a state of mind. An investigation into its pedagogy and a debate over its proper place in the high school curriculum.

*James Henle*

Th 3–4:50 p.m.

### 325b Complex Variables

Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225a or 243b.

4 credits

*Patricia Sipe*

M W F 9:20–10:30 a.m.

### 333b Topics in Abstract Algebra

Topic for 1988–89: Rings and Fields, Finite and Infinite. Galois theory applied to the problem of the solution of algebraic equations by radicals.

4 credits

*Phyllis Cassidy*

M W F 1–2 p.m.

### 342a Topics in Topology and Geometry

Topic for 1988–89: Point Set Topology: Metric spaces, topological spaces, connectedness and compactness. Classification of surfaces, simplicial complexes and graphs

embedded on surfaces. Prerequisite: 243b or permission of the instructor.

4 credits

*Joan Hutchinson*

T Th 1–2:50 p.m.

### 343a Topics in Mathematical Analysis

Topic for 1988–89: Groups of Möbius Transformations. The geometry of the complex plane and extended complex plane (Riemann sphere). Analytic, geometric, and algebraic aspects of Möbius transformations acting as mappings of the complex plane and Riemann sphere. Orbit spaces and fundamental polygons for groups of Möbius transformations. Prerequisite: 243b or permission of the instructor.

4 credits

*Patricia Sipe*

M W F 1–2 p.m.

### 350b Topics in the History of Mathematics

Topic for 1988–89: The History of  $\pi$ . Prerequisites: any two of 217b, 224b, 233a, 238a, 243b, 253b, 270b.

4 credits

*Stan Wagon*

T Th 1–2:50 p.m.

### 353b Advanced Topics in Discrete Applied Mathematics

Topic for 1988–89: Complexity Theory. We will study problems that arise in combinatorics, graph theory, number theory, and theoretical computer science, and develop algorithmic solutions to these problems. The emphasis will be on the mathematical analysis of these problems and algorithms, proving the algorithms correct and analyzing their efficiency. Alternates with 364b. Prerequisites: two of 217, 233, 238, 253, CSC 250 and CSC 252, or permission of the instructor.

4 credits

*Joan Hutchinson*

M W F 2:10–3 p.m.

### [364b Advanced Topics in Continuous Applied Mathematics]

To be offered in 1989–90. Prerequisites:

222a and 225a; programming experience expected. Alternates with 353b.

4 credits

#### 404a Special Studies

By permission of the department, for majors who have had at least four semester courses at the intermediate level.

4 credits

#### 404b Special Studies

4 credits

## The Major

**Advisers:** Michael Albertson, James Callahan, Phyllis Cassidy, David Cohen, Robert Currier, James Henle, Joan Hutchinson, Gitanjali Joglekar, Marjorie Senechal, Patricia Sipe, Stan Wagon.

**Adviser for Study Abroad:** David Cohen.

Requirements for the major: 36 credits, including 211a or b, 212a or b, and 299a or b. All credits must come from the intermediate (200) level or above, except four credits may be counted from 112a or b, 113a or b, or 153a or b. At least four credits must be at the advanced (300) level; however neither 307 nor 404 satisfy this requirement. Up to eight of the required credits may be replaced by twice as many credits from the following courses: AST 222b, 337a, 343a, 344b; CHM 331a and/or 332b; CSC 211a or b, 390b; PHY 214b, 220b, 222a, [322b], [334a], [340a].

## The Minor

**Adviser:** James Callahan, Director.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list above.

### Applied Mathematics Minor

212, 222, 225, 233, 245, 246, 247, 253, 264, 270, 325, 353, 364, PHY 210.

### Discrete Mathematics Minor

270, PHI 220, 233, 238, CSC 250, CSC 252, 253, 333, 353.

### Algebra-Analysis-Geometry Minor

212, 224, 233, 238a, 243, 333, 342, 343.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

## Honors

**Director:** Joan Hutchinson.

### 431a Thesis

8 credits

### 432d Thesis

12 credits

Requirements: in addition to the 36 credits required for the major, students must take 431a or 432d (for either eight or twelve credits) in the senior year.

Directed reading, exposition, and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

## Graduate

### 580a Special Studies in Topology and Analysis

4 credits

**580b Special Studies in Topology and Analysis**

4 credits

**581a Special Studies in Modern Geometry**

4 credits

**581b Special Studies in Modern Geometry**

4 credits

**582a Special Studies in Algebra**

4 credits

**582b Special Studies in Algebra**

4 credits

## Interdepartmental Major and Minor in Medieval Studies

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### Advisers and Members of the Medieval Studies Council

**\*Joachim Stieber**, Professor of History, *Director, first semester*

**Alice Clemente**, Professor of Spanish and Portuguese and of Comparative Literature.

*Director, second semester*

**Karl Donfried**, Professor of Religion and Biblical Literature

**Paul Evans**, Professor of Music

**Scott Bradbury**, Assistant Professor of Classical Languages and Literatures

**\*Craig Davis**, Assistant Professor of English Language and Literature

**Arnold Klukas**, Assistant Professor of Art

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The interdepartmental major and minor in Medieval Studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and architecture and the fine arts.

The Medieval Studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The Medieval Studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

### The Major

#### Basis:

Two semester courses in different departments, chosen from among the following:  
ART 100d (only the first semester may be

counted for credit in the major); ENG 210d (only the first semester may be counted for credit in the major); FRN 240a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b are taken, four credits may be counted toward the basis.

#### Latin Requirement:

All Medieval Studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 213b) or a course in Virgil (Latin 212b) or Ovid (Latin 214b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

#### Required Courses:

1. A total of 11 semester courses, including the basis.
2. Seven courses in addition to the basis, above the 100 level, as follows: medieval history (four credits), chosen from the listing below; medieval religion (four credits), chosen from the listing below; one course (four credits) in either medieval art or music, chosen from the listing below; two courses (eight credits) in



medieval language and/or literature, not necessarily taken in the same department; (one course in classical Latin literature may be taken in addition to Latin 213 in fulfillment of this requirement); and two other courses (eight credits), chosen from the listing below.

#### Distribution:

Three of these courses, including at least one at the 300 level, must be taken in one of the participating departments (an exception is made for concentration in medieval language or literature, where two courses may be taken in one department and one in another: e.g., FRN 310b, LAT 212b, and LAT 213b; two courses must be taken in another of the participating departments. Note: no single course may be counted in fulfillment of more than one of the requirements.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College medieval studies brochure when selecting their courses.

## The Minor

#### Required Courses:

Students who wish to qualify for a minor in Medieval Studies must demonstrate a basic working knowledge of Latin as defined in the Latin Requirement and take five courses from the list of approved Medieval Studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period

and comprise together a meaningful examination of a segment of medieval civilization.

#### Latin Requirement:

The Latin requirement for the minor is the same as for the major.

Approved courses for 1988–89 are as follows:

#### Art

- [221a Early Medieval Art]
- 222a Romanesque Art
- 224b Gothic Art

#### Comparative Literature

- 309a Arthurian Literature of the Middle Ages

#### English

- [214b Old English]
- 216a Chaucer

#### French

- 310b French Literature of the Middle Ages

#### History

- 219a Europe in the Age of Migration, 300–1050
- [220b Europe in the Age of the Commercial Revolution, 1050–1300]
- [221a Social History of European Monasticism]
- [222b Early English History]
- 223a Europe from 1300–1530 and the Civilization of the Renaissance in Italy
- [320b Early European History to 1300]

#### Italian

- [332 Dante: *Vita Nuova*, *Divina Commedia*]
- 334a Boccaccio and the Novella

#### Jewish Studies

- 226a Jews and World Civilization from Roman Times till the Expulsion from Spain (c. 30–1492)

#### Latin

- 212b Virgil, *Aeneid*
- 213b Medieval Latin
- 214b Poetry of Ovid

**Music**

- 302b Music in the Middle Ages  
 503a Seminar in Medieval Music

**Religion and Biblical Literature**

- 230a Western Christian Thought and  
 Practice (30–1100)  
 [231a Eastern Christian Thought and  
 Practice]  
 275b Islam

**Spanish and Portuguese**

- 330a The Epic Tradition: Poems,  
 Chronicles, and Ballads  
 [332b *El Libro de Buen Amor* and *La  
 Celestina*]

**404a Special Studies**

Admission by permission of the instructor  
 and the Medieval Studies Council.  
 4 credits

**404b Special Studies**

4 credits

**404d Special Studies**

8 credits

**Honors****431a Thesis**

Admission by permission of the Medieval  
 Studies Council.  
 8 credits

Requirements: the same as those for the  
 major, except that the thesis (eight credits),  
 which is to be written during the first  
 semester of the senior year, shall count as  
 one course (four credits) in the area of  
 concentration. The subject of the thesis  
 should, preferably, be determined during  
 the second semester of the junior year.  
 There shall be an oral examination on the  
 thesis and a written examination on the  
 area of concentration within the major.

## Major and Minor in the Department of Music

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### Professors

Paul Richer Evans, Ph.D.

\*Philipp Otto Naegele, Ph.D.

Lory Wallfisch

William Petrie Wittig, Mus.M.

Ronald Christopher Perera, A.M.

\*Peter Anthony Bloom, Ph.D.

Donald Franklin Wheelock, M.Mus., *Chair*

John Porter Sessions, Mus.M.

Richard Jonathan Sherr, Ph.D.

Monica Jakuc, M.S.

Ruth Ames Solie, Ph.D.

### Associate Professors

Kenneth Edward Fearn, Mus.M.

†Karen Smith, M.M.

Janet Lyman Hill, M.A.

### Assistant Professors

Jane Bryden, M.M.

\*\*Raphael Atlas, Ph.D.

John Van Buskirk, M.M.

Grant R. Moss, M.M.A.

Lucinda J. Thayer, M.M., Director of Choral Music

### Lecturers

Tamara Harsh, M.M.

William Parker, B.A.

### Visiting Lecturer

†Veronica Kadlubkiewicz, M.A.

Prospective majors are advised to take 110a and 111b in the freshman year and 200a and 201b in the sophomore year.

## Introductory Courses

### 100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for freshmen and sophomores.  
4 credits

#### A. Fundamentals of Music

An introduction to the elements of music. Through composing and analyzing, students will explore notation, rhythm, melody, harmony, and simple counterpoint.

*Raphael Atlas, Ruth Solie*

M W F 1–2 p.m. (both sections)

#### B. The Art of Listening

An introduction to music with emphasis on the aural understanding of a varied musical repertoire, some of which may be chosen by members of the class, but not on written notation or technical analysis.

*Ruth Solie*

M W F 2:10–3 p.m.

#### C. Music, the Visual Arts, and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film, and television.

*William Wittig*

T 1–2:50 p.m., Th 11–11:50 a.m.

### 1101b Colloquia

4 credits

#### A. Fundamentals of Music

A repetition of 100a (A)

*Ruth Solie*

M W F 1–2 p.m.

## B. Choral Music

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces by Bach, Handel, Haydn, Verdi, Brahms, and Stravinsky. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts of the compositions and to the broader context of the musical and religious traditions that produced them.

*Paul Evans*

T Th 9:30–10:50 a.m.

## C. French Music in the “Good Old Days”

Does music relate to anything outside of itself? Is there a relationship between music and “society?” Why did Erik Satie write piano pieces in the form of a pear? This course will take up such questions by considering some of the serious and not-so-serious music played in Paris at the *fin de siècle* and in the *Belle Epoque*—that is, in the “good old days”—from the 1880s and ‘90s to the years around World War I. Listening to recordings in and out of class; general readings about France in the period, including the letters of composers such as Debussy and Ravel; discussion of such concepts as “Impressionism,” “Frenchness,” *avant-garde*, and *charme*.

No previous musical experience required. (E)

4 credits

*Peter Bloom*

T 3–4:50 p.m., Th 3–3:50 p.m.

## 102b Classical and Popular Music in the Twentieth Century

An introduction to music designed specifically for those with no previous training, with special emphasis on the ballet and the musical theatre. Restricted to juniors and seniors.

4 credits

*William Wittig*

T 1–2:50 p.m., Th 11–11:50 a.m.

## 103a Sight-Singing

Instruction and practice in singing intervals, rhythms, and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship.

1 credit

*Tamara Harsh*

T Th 1–2:30 p.m.

## [103b] A repetition of 103a

1 credit

## PHY 107b Musical Sound

### 110a Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music.

4 credits

*Ruth Solie, Donald Wheelock*

M W F 9:20–10:30 a.m.; M W F 10:40–11:50 a.m.

### 111b Analysis and Repertory

A continuation of 110a. Prerequisite: 110a or permission of the instructor.

4 credits

*Ronald Perera, Donald Wheelock*

M W F 9:20–10:30; M W F 2:10–3 p.m.

## Intermediate and Advanced Courses

### 200a A Historical Survey of Music

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-eighteenth century. Open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the instructor.

4 credits

*Paul Evans, Richard Sherr*

T Th 9:30–10:50 a.m.; M W F 2:10–3 p.m.



**201b A continuation of 200a**

Western music from the mid-eighteenth century to the twentieth century. Open to students who have had previous musical experience or who have obtained permission of the instructor.

4 credits

*Peter Bloom*

T Th 9:30–10:50 a.m.

**210a Advanced Tonal Analysis**

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor.

4 credits

*Raphael Atlas*

M W F 10:40–11:50 a.m.

**[211b Tonal Counterpoint]**

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor. To be offered in 1989–90.

4 credits

**219a Conducting**

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b, and permission of the instructor. Enrollment limited to 10.

1 credit

*Lucinda Thayer*

T 3–4:50 p.m.

**220b Conducting**

A continuation of 219a. Prerequisite: 219a or permission of the instructor. Enrollment limited to 10.

1 credit

*Lucinda Thayer*

T 3–4:50 p.m.

**221b Contemporary Procedures**

Study of major developments in twentieth-century music. Writing and analytic work focusing on non-tonal harmonic practice, serial composition, and other musical tech-

niques. Prerequisite: 111b or permission of the instructor.

4 credits

*Ruth Solie*

M W F 9:20–10:30 a.m.

**[223a Topics in Performance]**

Topic: The Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Prerequisites: 110a, a course in piano performance, and permission of the instructor. To be offered in 1989–90.

4 credits

**233a Composition**

Basic techniques of composition, including melody, simple two-part writing, and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor.

4 credits

*Donald Wheelock*

M W F 3:10–4 p.m.

**234b Composition**

A continuation of 233a. Prerequisite: 233a or permission of the instructor.

4 credits

*Ronald Perera*

M W F 3:10–4 p.m.

**251a The History of the Opera**

History of the form from its inception to the present, with emphasis on selected masterworks.

4 credits

*Richard Sherr*

M W F 9:20–10:30 a.m.

**[253a Popular Music in the Nineteenth Century]**

An examination of the published vocal music of nineteenth-century England and America, with special attention to the work of Arthur Sullivan in England and of Henry Russell, Stephen Foster, George F. Root,

and Paul Dresser in America. A reading knowledge of music is recommended. To be offered in 1989–90.

4 credits

### 302b Music in the Middle Ages

A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the fourteenth century. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

T 11–11:50 a.m., Th 1–2:50 p.m.

### [303b Music of the Renaissance]

Sacred and secular music in Western Europe during the fifteenth and sixteenth centuries. Prerequisite: 200a or permission of the instructor. To be offered in 1989–90.

4 credits

### 304a Music of the Earlier Baroque

The interaction between French and Italian music in the seventeenth century. Music in England and Germany. Prerequisite: 200a or permission of the instructor.

4 credits

*Paul Evans*

T 11–11:50 a.m., Th 1–2:50 p.m.

### [305b Music of the High Baroque]

Bach, Handel, Rameau, and their contemporaries. Prerequisite: 200a or permission of the instructor. To be offered in 1989–90.

4 credits

### [306a Mozart and Haydn]

A study of aspects of the classical style, with emphasis on the genres of the symphony, concerto, and string quartet. Prerequisite: 201b or permission of the instructor. To be offered in 1989–90.

4 credits

### 307b Beethoven

A chronological survey of Beethoven's music, concentrating on the piano sonatas,

string quartets, and symphonies. Prerequisite: 201b or permission of the instructor.

4 credits

*Richard Sherr*

M W F 2:10–3 p.m.

### [308a Music in the Nineteenth Century]

From the death of Beethoven to the death of Mahler: selected works in large- and small-scale forms from analytical and historical perspectives. Prerequisite: 201b or permission of the instructor. To be offered in 1989–90.

4 credits

### 310a Modern Music

The origins of the Second-Viennese School, with primary emphasis on Schoenberg and Berg. Prerequisite: 201b or permission of the instructor.

4 credits

*John Sessions*

W 7:30–9:30 p.m.

### EDC 316b The Teaching of Music

#### IDP 326a Seminar: Patronage of Music in Renaissance and Early-Modern Europe

An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early fifteenth to the early seventeenth centuries.

Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required.

4 credits

*Richard Sherr and Joachim Stieber (History)*

T 3–4:50 p.m.

### 331a Topics in Theory

The course will explore how different factors in a piece —harmonic, textual, registral, dynamic, and so on —combine and

sometimes compete in the creation of meter. Prerequisite: 210a or permission of the instructor.

4 credits

*Raphael Atlas*

T Th 1–2:50 p.m.

### 340a Seminar in Composition

Recommended background: a year of composition study. Admission by permission of the instructor.

4 credits

*Donald Wheelock*

To be arranged

### 340b A repetition of 340a

4 credits

*Ronald Perera*

To be arranged

### 345b Electronic Music

Introduction to musique concrète and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisite: a semester course in music theory or composition, or permission of the instructor.

4 credits

*Ronald Perera*

M 2:10–3 p.m., Th 3–4:50 p.m.

### [346b Electronic Music Composition]

Enrollment limited to six. Prerequisites: 345 and permission of the instructor. To be offered in 1989–90.

4 credits

## Graduate Courses

Requirements for the master of arts degree in music are listed on pp. 30–31 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Ruth Solie.

### [502d Proseminar in Music History]

Musical paleography and notation from A.D. 1100 to 1600. Required of graduate students during one of their years in residence. Open to undergraduates by permission of the instructor. To be offered in 1989–90.

8 credits

### 503a Seminar in Medieval Music

4 credits

*Paul Evans*

T 3–4:50 p.m.

### 506b Seminar in Renaissance Music

4 credits

*Richard Sherr*

T 3–4:50 p.m.

### [507b Seminar in Baroque Music]

To be offered in 1989–90.

4 credits

### 510b Seminar in Contemporary Music

Webern and his successors. Compositions by Dallapiccola, Nono, Pousseur, Ligeti, Edison Denisov, and Helmut Lachmann will be considered.

4 credits

*John Sessions*

W 7:30–9:30 p.m.

### [511a Seminar in the History of Music Theory]

A study of the principal writers on the theory of music from the Greeks to the early twentieth century, with particular emphasis on the interaction between theoretical speculation and musical style. Undergraduate music majors accepted by permission of the instructor. To be offered in 1989–90.

4 credits

### 580a Special Studies

4 credits

### 580b Special Studies

4 credits

### 580d Special Studies

8 credits



**590a Research and Thesis**  
4 credits

**590b Research and Thesis**  
4 credits

**590d Research and Thesis**  
8 credits

## Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction and for the use of practice rooms.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking two-credit courses in performance are expected to practice a minimum of one hour a day; those taking four-credit courses in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department.

Introductory-level courses in performance must be taken above a regular program — that is, eight four-credit courses per year — and are counted as two-credit courses. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for full credit.

Intermediate- or advanced-level courses in performance may be taken within a regular program as a four-credit course, or above a regular program as either a four-credit course or a two-credit course. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the introductory-level courses must take either Music 110a or Fundamentals of Music *and* either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions, ideally to be prepared during the summer months, are to be scheduled upon arrival on campus through the department. Students must register for performance courses at the department office, but registration is tentative until audition results are posted.

**Stringed Instruments, Wind Instruments:** Candidates for these courses are expected to play a piece of their own choice.

**Voice:** Candidates for voice are expected to perform a song for solo voice.

**Piano:** Candidates for piano are expected to play three pieces representing three of the following musical style periods: baroque, classic, romantic, impressionist, contemporary.

**Organ:** Courses in organ are not normally open to freshmen, but a candidate who demonstrates proficiency in piano may receive permission to register for organ in the freshman year.



All students in performance courses, regardless of level of advancement, proceed sequentially from the lowest course number to the highest.

Undergraduate performance courses carry the following numbering sequence, credits, and section letters:

- 914d First year of performance, four credits for the year
- 924d Second year of performance, four credits for the year
- 928d Second year of performance, eight credits for the year
- 934d Third year of performance, four credits for the year
- 938d Third year of performance, eight credits for the year
- 944d Fourth year of performance, four credits for the year
- 948d Fourth year of performance, eight credits for the year

- A Piano
- B Organ
- C Harpsichord
- D Voice
- E Violin
- F Viola
- G Violoncello
- H Double Bass
- I Viola da Gamba
- J Flute
- K Oboe
- L Clarinet
- M Bassoon
- N French Horn
- O Trumpet
- P Trombone
- Q Tuba
- R Percussion
- S Guitar
- T Lute
- U Harp
- V Other Instruments
- W Chamber Music (1 credit only)

**Piano.** *Lory Wallfisch, Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

**Organ.** Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

**Harpsichord.** Prerequisite: piano 914d (A) or permission of the instructor. *Lory Wallfisch, Grant Moss.*

**Voice.** *Jane Bryden, William Parker.*

**Violin.** *Philipp Naegele, Janet Hill.*

**Viola.** *Janet Hill.*

**Violoncello.** *John Sessions.*

**Double bass.** (UMass).

**Viola da Gamba.** *Alice Robbins.*

**Wind Instruments.** *William Wittig*, flute; *Peter Bloom*, oboe; *Lynn Sussman*, clarinet; (UMass), bassoon; *Emily Samuels*, recorder.

**Brass Instruments.** (UMass).

**Percussion.** (UMass).

**Guitar.** *Philip de Fremery* (Mount Holyoke).

**Lute.** *Robert Castellano.*

**Other Instruments.**

#### [241a English Diction for Singers]

Prerequisite: voice or permission of the instructor.  
1 credit

#### 241b German and French Diction for Singers

Prerequisite: voice or permission of the instructor.  
1 credit  
*Tamara Harsh*  
T 1–2:50 p.m.

### Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits, and section letters:

- 954d First year of performance, four credits for the year
- 958d First year of performance, eight credits for the year

**964d** Second year of performance, four credits for the year

**968d** Second year of performance, eight credits for the year

The same principles, conventions, and section letters apply to graduate performance courses as to undergraduate performance courses.

Piano.

Organ.

Harpsichord.

Voice.

Violin.

Viola.

Violoncello.

Viola da Gamba.

Wind Instruments.

Other Instruments.

### Chamber Music Ensembles

Open on a limited basis to qualified students who are studying their instruments. These courses require a one-hour lesson and three hours of practice per week.

1 credit

*Philipp Naegele, William Wittig, Janet Hill*

### Five College Orchestra

Two formal concerts each semester. Open by audition to students at Smith and to students at the other valley institutions.

*Dennis Burkhardt (UMass), Conductor*

### Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.

*Philipp Naegele, Director*

### Choral Ensembles

**Glee Club:** open to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students.

**College Choir Alpha:** open to freshmen and sophomores, and, in some cases, juniors and seniors.

**College Choir Omega:** open to freshmen and sophomores, and, in some cases, juniors and seniors.

**Chamber Singers:** open to selected members of the Glee Club and College Choirs.

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel. *Lucinda Thayer and Tamara Harsh, Directors.*

### The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the five colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

### The Major

**Advisers:** Raphael Atlas (first semester), Peter Bloom (second semester), John Sessions, Ruth Solie.

**Adviser for Study Abroad:** Richard Sherr.

**Basis for the major:** 110a, 111b, 200a, and 201b.

Requirements: 10 semester courses: 110a, 111b, 200a, 201b, two further courses in music theory, analysis, or composition, two further courses in music history, and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

## The Minor

**Advisers:** Same as for the major.

**Basis:** 110a, 111b, and 200a or 201b.

Requirements: six semester courses: 110a, 111b, 200a or 201b, and three further classroom courses, no more than two of which may be colloquia.

## Honors

**Director:** Ruth Solie (first semester), Philipp Naegele, (second semester).

### 431a Thesis

8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a thesis (431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.

## Interdepartmental Minor in Neuroscience

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### Advisers

Richard Olivo, Professor of Biological Sciences, *Director*

Anne E. Powell, Assistant Professor of Psychology

### Other Participating Faculty

Mary Harrington, Assistant Professor of Psychology

Virginia Hayssen, Assistant Professor of Biological Sciences

Margaret Olivo, Professor of Biological Sciences

Jeanne Powell, Professor of Biological Sciences

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The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Requirements: four core courses:

PSY 211a Physiological Psychology I

BIO 222a Animal Physiology

BIO 300b Neurophysiology

PSY 311a Physiological Psychology II

(Note that all of these courses have prerequisites; see departmental listings.)

Plus two electives chosen from the following:

BIO 216b Vertebrate Biology

PSY 212b Developmental Psychobiology

PSY 316b Seminar in Biopsychology

BIO 311b Developmental Biology

BIO 317a Animal Behavior



## Major and Minor in the Department of Philosophy

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### Professors

Murray James Kiteley, Ph.D.  
 Kathryn Pyne Addelson, Ph.D.  
 Malcolm B.E. Smith, Ph.D., J.D.  
 Thomas Tymoczko, Ph.D., *Chair*  
 Jill G. de Villiers, Ph.D. (Psychology and  
 Philosophy)  
 John M. Connolly, Ph.D.

### Associate Professor

\*\*Elizabeth V. Spelman, Ph.D.

### Visiting Lecturers

<sup>2</sup>Thomas Magnell, D.Phil.  
<sup>1</sup>Thomas Wartenberg, Ph.D.

### Assistant

<sup>2</sup>Reyes Lázaro, Licenciatura en Filosofía y  
 Letras

### Research Associate

Janice Moulton, Ph.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for sophomores, juniors, and seniors. Where special preparation is required, the prerequisite is indicated in the description.

#### LOG 100a Valid and Invalid Reasoning: What Follows from What?

#### 100b Thinking about Thinking

What is thinking? Do animals, machines, or babies think? Can you think without words? Can you be thoughtful and passionate at the same time? Are there different styles of thinking, e.g., scientific, artistic, moral, mystical? Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith.

4 credits

*John Connolly, Thomas Tymoczko*

Lec. M W 1–2 p.m.; dis. F 1–2 p.m., F 1–2 p.m., F 2:10–3 p.m., or F 2:10–3 p.m.

#### HSC 111a American Science in the Making

#### [121a Introductory Logic]

A study of some of the major discoveries of logic, such as the propositional calculus, relations, quantifiers, sets, and referential semantics, and their application to correct reasoning. This course is intended in part to improve the student's ability to reason precisely and to deal with abstract and hypothetical thought. To be offered in 1989–90. (For 1988–89 see LOG 100a.)  
 4 credits

#### 124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers.

4 credits

*Murray Kiteley*

M W F 10:40–11:50 a.m.

#### 125b History of Modern Philosophy

A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant.  
 4 credits

*Malcolm B.E. Smith*

Lec. M W 2:10–3 p.m.; dis. F 1–2 p.m. or  
F 2:10–3 p.m.

**HW1 150a, [151b] A History of Western Ideas**

See Interdepartmental and Extradepartmental Course Offerings.

**MTH 217a Mathematical Structures**

**PPY 209b Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**210a Issues in Recent and Contemporary Philosophy**

Topic for 1988–89: Metaphysics. An examination of such topics as nature, existence, categories, and abstract objects as discussed in both classic and recent texts.

4 credits

*Murray Kiteley*

M 7:30–9:30 p.m.

**[220b Logic and the Undecidable]**

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: 121a or LOG 100 or a 200-level mathematics course. To be offered in 1989–90.

4 credits

**PPY 221b Language**

See Interdepartmental and Extradepartmental Course Offerings.

**222b Ethics**

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities.

4 credits

*Thomas Magnell*

M W F 10:40–11:50 a.m.

**224a Philosophy and History of Scientific Thought**

An investigation into scientific discoveries and the ideas, the lives, and the times of the scientists who made them. Cases may include Galileo, Newton, Ben Franklin, Darwin, and contemporary biologists, psychologists, and sociologists. Required are short weekly papers and a term research project.

4 credits

*Jill de Villiers*

M W F 2:10–3 p.m.

**233b Aesthetics**

Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems.

4 credits

*Reyes Lázaro*

T Th 9:30–10:50 a.m.

**[234b Philosophy and Human Nature: Theories of the Self]**

To be offered in 1989–90.

4 credits

**235a Morality, Politics, and the Law**

A critical discussion of the relations among morality, politics, and the law, especially through examination of the different ways moral, political, and legal contexts shape the analysis of an issue. Special attention to understanding the moral, political, and legal dimensions of the tolerance and intolerance of behavior treated as "deviant."

4 credits

*Elizabeth Spelman*

T Th 9:30–10:50 a.m.

**236a Linguistic Structures**

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics.

4 credits

*Jill de Villiers*

T Th 9:30–10:50 a.m.

**240a Philosophy and Women**

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women. Not open to freshmen. Enrollment limited to 40.

4 credits

*Elizabeth Spelman*

T Th 3–4:50 p.m.

**245a Philosophy of Law: Property**

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interest in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to freshmen.

4 credits

*Malcolm B.E. Smith*

M W F 8:10–9:10 a.m.

**260b Philosophical Hermeneutics**

An investigation of the concept of understanding. How does understanding a poem or a dream differ from understanding a fact of nature or a scientific theory? Special attention to the views of Gadamer and Wittgenstein. Recommended: a previous course in philosophy.

4 credits

*John Connolly*

M W 9:20–10:30 a.m.

**262b Meaning and Truth**

An examination of the central topics in the semantics of natural languages. These topics and their associated problems and theories will be organized under the two major headings of meaning and truth.

4 credits

*Merrie Bergmann (Computer Science)*

M W F 2:10–3 p.m.

**REL 263a Philosophy of Religion**

[REL 269b Phenomenology and Existentialism]

**300b Philosophy Colloquium**

Intensive practice for majors in applying philosophical methods to key problems and historical texts. Normally taken in the sophomore year.

4 credits

*Thomas Tymoczko and Members of the Department*

T 1–2:50 p.m., Th 1–2 p.m.

**310b Recent and Contemporary Philosophy**

A study of the development of the Anglo-American tradition in philosophy.

4 credits

*Murray Kiteley*

M 7:30–9:30 p.m.

**404a Special Studies**

For senior majors, by arrangement with the department.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

For senior majors, by arrangement with the department.

8 credits

**Seminars**

[SOC 303a Seminar: Knowledge and Society]

[304a Value Theory]

Topic: Moral Passages: Issues in Reproduction and Procreation. Topics may include abortion, *in vitro* fertilization, surrogate motherhood, teen pregnancy. Issues will be viewed from the perspectives of the woman and her intimates, reformers, medical workers, scientists, and ethicists. Short weekly papers and term research project. To be offered in 1989–90.

4 credits

**[305b Topics in Feminist Theory]**

Topic for 1989–90: Gender and Human Identity. An examination of the definition and foundations of gender and its relation to race and class as components of human identity. Prerequisite: at least one course from the philosophy, feminism, and society concentration in the philosophy minor, or permission of the instructor. To be offered in 1989–90.

4 credits

**331b Belief, Knowledge, and Perception**

Selected topics in the theory of knowledge and perception.

4 credits

*Murray Kiteley*

W 7:30–9:30 p.m.

**334a Mind**

Topic for 1988–89: Philosophy of Human Action. A study of the concepts of the will, intention, acting for a reason, and weakness of will. Special attention is paid to Aristotle, Aquinas, Hume, Wittgenstein, Anscombe, and Davidson.

4 credits

*John Connolly*

M 3:10–4 p.m., Th 3–4:50 p.m.

**337a Nineteenth-Century Philosophy**

During the nineteenth century, the adequacy of human reason as a means of understanding the nature of the world and human experience was called into question. We shall explore the development of this reassessment of reason in the works of such major nineteenth-century European thinkers as Kant, Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. To be offered once only. (E)

4 credits

*Thomas Wartenberg*

T 3–4:50 p.m.

**The Major**

**Advisers:** Members of the Department

**Adviser for Study Abroad:** John Connolly.

Requirements: ten semester courses in philosophy including [121] or LOG 100, 300, any two from 100, 124, 125, and two 300-level courses (other than 300b). Courses in related departments may be included in the major program of ten semester courses only with the approval of the department.

**The Minor**

**Advisers for the Minor:** Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

**Concentration 1: Linguistics and the Philosophy of Language**

Basis: [121] or LOG 100 and 236.

In addition to the basis, 262 and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310, ANT 234 or [ANT 331].

**Concentration 2: Philosophy and the Humanities**

Basis: any two from among the following: 100, [121], LOG 100, 124, 125, HWI 150 and [HWI 151].

In addition to the basis, three courses from among the following: 222, 224, 233, 235, 260, REL 269b, [304], 310, and 334



### **Concentration 3: Philosophy, Feminism, and Society**

Basis: any two from among the following: 100, [121], LOG 100, 124, 125.

In addition to the basis, three courses from among the following: 235, 240, [304], [305]. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

### **Honors**

**Director:** Malcolm B.E. Smith.

Two semester courses from 100, 124, 125. In addition, [121] or LOG 100 is required. For other prerequisites for specific programs, the director should be consulted.

#### **430d Thesis**

8 credits

#### **431a Thesis**

8 credits

#### **432d Thesis**

12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis.

### **Graduate**

**Advisers:** Members of the Department.

#### **580a Advanced Studies**

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.  
4 or 8 credits

#### **580b Advanced Studies**

4 or 8 credits

#### **580d Advanced Studies**

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.  
8 credits

#### **590a Research and Thesis**

4 or 8 credits

#### **590b Research and Thesis**

4 or 8 credits

#### **590d Research and Thesis**

8 credits

## Major and Minor in the Department of Physics

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### Professors

Elizabeth S. Ivey, Ph.D.

Malgorzata Zielinska-Pfabé, Ph.D.

\*Melvin S. Steinberg, Ph.D.

W. Bruce Hawkins, Ph.D., *Chair*

### Assistant Professor

Nalini Easwar, Ph.D.

### Laboratory Supervisor

David Meacham, A.B.

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Students planning to major in physics are advised to elect both 115a and 116b and a course in mathematics in the freshman year.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may not apply that credit toward the degree if they complete 115a and 116b for credit.

### 105a Principles of Physics: Seven Ideas That Shook the Universe

Description, origins, meanings, and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity, quantum theory and the end of causality, conservation principles and symmetries. The course is designed for nonscience majors and does not rely on mathematical concepts. Lecture demonstrations and some hands-on investigation will be included.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 1–2 p.m.

### 107b Musical Sound

The production of musical sound, psychological and physical aspects of musical

hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for nonscience majors with an interest in music. Lecture/demonstration: one laboratory experiment every other week during class.

4 credits

*Elizabeth Ivey*

M W F 1–2 p.m.

### 115a General Physics

The concepts and relations describing motion of objects and mechanical waves. Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor.

4 credits

*Elizabeth Ivey, Nalini Easwar*

M W F 10:40–11:50 a.m.; lab M T W or

Th 1–4 p.m.

### 116b A continuation of 115a

Heat, electrical circuits, electromagnetism, and optics. Prerequisite: 115a.

4 credits

*Malgorzata Zielinska-Pfabé, Nalini Easwar*

M W F 10:40–11:50 a.m.; lab M W or Th

1–4 p.m.

**210a Mathematical Methods of Physical Sciences and Engineering**

Applications of analytical and numerical methods of mathematics to classical and quantum mechanics, fluid dynamics, statics, statistical mechanics, heat transfer, field theory, wave motion, electrical system analysis. Prerequisites: MTH 111 and 112.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 9:20–10:30 a.m.

**214b Electricity and Magnetism**

Electric and magnetic fields. DC and AC electric circuits. Prerequisite: 115a and 116b or the equivalent.

4 credits

*Bruce Hawkins*

M W F 2:10–3 p.m.; lab Th 9:30 a.m.–noon

**217b Musical Sound**

For physics majors. This is 107b with the addition of a special project. Lecture/demonstration; one laboratory experiment every other week during class.

4 credits

*Elizabeth Ivey*

M W F 1–2 p.m.

**220b Classical Mechanics**

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115a and 116b.

4 credits

*Elizabeth Ivey*

M W F 9:20–10:30 a.m.

**222a Relativity and Quantum Physics**

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115a and 116b.

4 credits

*Melvin Steinberg*

Lec. M W F 10:40–11:50 a.m.; lab M 1–4 p.m.

**[224a Electronics]**

A semester of experiments in electronics, with emphasis on integrated circuits, lead-

ing to some independent work. Prerequisite: 115a and 116b. Offered in alternate years. To be offered in 1989–90.

4 credits

**236a Light**

Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisite: 115a and 116b. Offered in alternate years.

4 credits

*Bruce Hawkins*

T Th 9:30–10:50 a.m.; lab W 1–4 p.m.

**311a The Teaching of Physics**

A one- or two-semester course for prospective physics teachers, emphasizing research literature on misconceptions and nonformal instruction. Prerequisite: 115a and 116b, or science teaching experience.

4 credits

*Melvin Steinberg*

To be arranged

**311b A repetition of 311a**

4 credits

*To be announced*

To be arranged

**322b Advanced Modern Physics**

Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; solid state physics. Prerequisites: 214b, 222a, and MTH 212a or b. Offered in alternate years.

4 credits

*Malgorzata Zielinska-Pfabé*

M W F 2:10–3 p.m.

**334a Electrodynamics**

The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisites: 214b, 220b, and MTH 212a or b. Offered in alternate years.

4 credits

*Melvin Steinberg*

M W F 9:20–10:30 a.m.

**[340a Introduction to Quantum Mechanics]**

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 220b and 222a. Offered in alternate years. To be offered in 1989–90.  
4 credits

**[348b Thermal Physics]**

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 220b, 222a, and MTH 212a or b or 210a. Offered in alternate years. To be offered in 1989–90.  
4 credits

**350a Advanced Physics Laboratory**

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear, and microwave radiometry physics. Research facilities are supported on different campuses and a student selects an approved number of experiments. Prerequisites: 214b, 220b, and 222a.  
1 to 4 credits  
*Nalini Easwar*  
Th 1–4:50 p.m.

**350b A repetition of 350a**

1 to 4 credits  
*Nalini Easwar*  
Th 1–4:50 p.m.

**400a Special Studies**

By permission of the department, for students who have had at least four semester courses in intermediate physics.  
1 to 4 credits

**400b Special Studies**

Same as 400a or may be a repetition of 400a, with permission of the instructor.  
1 to 4 credits

**The Major**

**Advisers:** Nalini Easwar, Bruce Hawkins, Elizabeth Ivey, Malgorzata Zielinska-Pfabé, Melvin Steinberg

**Adviser for Study Abroad:** Bruce Hawkins

**Adviser for Secondary School Teaching:** Melvin Steinberg

**Basis:** 115a and 116b.

**Requirements:** eight semester courses above the basis, including: 214b, 220b, 222a, and one of the following: MTH 211a or b, MTH 212a or b, MTH 222a or 210a. Two of the eight courses may be advanced, closely related courses in other departments; at least two must be 300-level physics courses.

Students planning graduate study in physics are advised to include most of the following in their programs: 322b, 334a, [340a], [348b], 350a or b.

**Recommended courses:** CHM 115a and 116b; MTH 264a.

Each student is expected to participate in a journal club during her senior year. Students are advised to acquire a facility in computer programming and with machine-shop equipment. A noncredit shop course will be offered during the January interterm.

**The Minor**

**Advisers:** Members of the Department.

The minor in mathematical physics is offered for those students interested in the mathematical foundations of physics. Requirements: a total of six courses as follows: 115a and 116b; 222a, two courses from among 210a, MTH 211, MTH 212, MTH 264, MTH 225, MTH 222, MTH 325, and either 214b and 334a, or 220b and [340a].



## Honors

**Director:** Bruce Hawkins.

Basis: same as that for the major.

### **430d   Thesis**

8 credits

### **432d   Thesis**

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

## Interdepartmental Minor in Political Economy

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### Advisers

Martha Ackelsberg, Professor of Government

†Philip Green, Professor of Government

Richard Fantasia, Assistant Professor of Sociology and Anthropology, *Director*

Thomas Riddell, Associate Professor of Economics

Cynthia Taft Morris, Professor of Economics

\*Andrew Zimbalist, Professor of Economics

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### 404a Special Studies

4 credits

### 404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

#### 1. Theory:

[ECO 225a Political Economic Analysis]

[ECO 256a Marxian Political Economy]

[GOV 261a Political Theory of the Nineteenth and Twentieth Centuries]

#### 2. History:

[ECO 207b The Early Development of Capitalism in Europe]

ECO 208a European Economic History,  
*Cynthia Taft Morris*

[ECO 285b American Economic History:  
1870–1980]

SOC 316b Seminar: Protest, Rebellion and Collective Action, *Richard Fantasia*

#### 3. Contemporary Applications:

[ECO 201b Problems of the Modern Economy]

ECO 209a Comparative Economic Systems,  
*Mieke Muers*

ECO 224b Environmental Economics,  
*Mark Aldrich*

ECO 243b Economics of the Public Sector,  
*Thomas Riddell*

ECO 290a Economics of Defense,  
*Thomas Riddell*

[ECO 309b Seminar in Comparative Economic Systems]

GOV 204a Urban Politics, *Martha Ackelsberg*

[GOV 333b Seminar: The Politics of Capitalism]

SOC 212b Class and Society, *Richard Fantasia*

4. Special Studies (PEC 404a,b), to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

## Major and Minor in the Department of Psychology

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### Professors

\*Robert Teghtsoonian, Ph.D.

J. Diedrick Snoek, Ph.D.

†Frances Cooper Volkmann, Ph.D.

Peter Benedict Pufall, Ph.D.

†Faye Crosby, Ph.D.

†Donald Baldwin Reutener, Jr., Ph.D.

Jill G. de Villiers, Ph.D. (Psychology and

Philosophy), *Chair*

Peter A. de Villiers, Ph.D.

### Adjunct Professor

Joan E. Morgenthau, M.D.

### Associate Professors

Fletcher A. Blanchard, Ph.D.

\*\*Randy O. Frost, Ph.D.

### Adjunct Associate Professors

Barbara B. Reinhold, Ed.D.

Ronald J. Blank, M.D.

### Assistant Professors

Donna Kiyo Nagata, Ph.D.

Philip K. Peake, Ph.D.

Anne E. Powell, Ph.D.

Mary Harrington, Ph.D.

### Visiting Lecturers

Eric Carlson, M.A.

\*Russell Weigel, Ph.D.

### Assistant in Statistics

Ann Pufall, B.A.

### Research Associates

Roberta Collard, Ph.D.

George M. Robinson, Ph.D.

Martha Teghtsoonian, Ph.D.

Steven Trierweiler, Ph.D.

Unless otherwise indicated, 111a or b is a prerequisite for every further course including 112 and 113.

## Introductory Courses

### 111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology.

*Diedrick Snoek, Director*

4 credits

*Members of the Department*

Lec. M W F 1–2 p.m.; dis. (one per week):

T 8–9:10 a.m.; T 9:30–10:50 a.m.; W 8–9:10

a.m.; W 9:20–10:30 a.m.; Th 8–9:10 a.m.;

Th 9:30–10:50 a.m.; F 8–9:10 a.m.; F 9:20–

10:30 a.m.

### 111b A repetition of 111a

Self-paced instruction. Independent study and a sequence of unit tests (both oral and written).

*Robert Teghtsoonian, Director*

4 credits

*Members of the Department*

Section A: M W F 9:20–10:30 a.m.

Section B: M W F 10:40–11:50 a.m.

Section C: T Th 10–11:50 a.m.

Section D: T Th 1–2:50 p.m.

### 112a Introduction to Experimental Psychology

Application of the experimental method to problems in psychology. Basic experiments in human perception and learning; operant conditioning of nonhuman organisms.

*Beth Powell, Director*

4 credits

*Members of the Department*

M W 1–3 p.m.; M W 7:30–9:30 p.m.; T Th 9:30–11:50 a.m.; T Th 1–2:50 p.m.

**112b** A repetition of 112a

*Mary Harrington, Director*

4 credits

*Members of the Department*

M W 9:20–11:50 a.m.; M W 1–3 p.m.; T Th 9:30–11:50 a.m.; T Th 1–2:50 p.m.

**113a Statistical Methods in Psychology**

Elementary descriptive and inferential statistics as applied to psychological problems. Prerequisite: 111a or b or permission of the Lab size limited to 8 students.

4 credits

*Philip Peake*

M W F 9:20–10:30 a.m.; lab W 10:40–11:50 a.m.; W 1–2 p.m.; Th 8–9:20 a.m.; Th 9:30–10:50 a.m.; or Th 11–11:50 a.m.

**113b** A repetition of 113a

Enrollment limited to 40. Lab size limited to eight students.

4 credits

*To be announced*

M W F 10:40–11:50 a.m.; lab W 9:20–10:30 a.m.; W 10:40–11:50 a.m.; W 1–2 p.m.; Th 8–9:20 a.m.; Th 9:30–10:50 a.m.; or Th 11–11:50 a.m.

## A. General Courses

**PPY 209b Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

**266b Psychology of Women**

Exploration of the existence, origins, and implications of the behavioral similarities and differences between women and men. Topics include sex role stereotypes and sex role development, family and work, mental health and sexuality, and occupational status. Regrettably, most of the literature deals with white, middle-class females.

4 credits

*To be announced*

To be arranged

**303a Advanced Research Design and Statistical Analysis**

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Special emphasis placed on the research interest of the class members. Prerequisites: 113a or b or SSC 190a or b, and 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

Lec. T Th 11–11:50 a.m.; lab T 1–2:50 p.m.

**[320a Seminar in Environmental Psychology]**

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include: environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools, and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred. To be offered in 1989–90.

4 credits

**[366b Seminar: Topics in the Psychology of Women]**

Topic: To be announced. To be offered in 1989–90.

4 credits

## B. Psychological Processes

**[210a Motivation and Emotion]**

A brief survey of the major theoretical viewpoints and empirical work related to the causes of behavior. Special emphasis given to social psychological analysis of motivation and emotion. Special topics include anger, the achievement motive, the justice



motive, and nonverbal communication of emotion. Enrollment limited to 16. To be offered in 1989–90.  
4 credits

### 216b Perception

Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Robert Teghtsoonian*

Lec. and lab M W 2:10–4 p.m.

### 218b Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory, and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Jill de Villiers*

T Th 9:30–10:50 a.m.; additional lab hours to be arranged.

### PPY 221b Language

See Interdepartmental and Extradepartmental Course Offerings.

### 224b Learning and Behavior Change: Methods, Theory, and Practice

A systematic examination of principles of behavior relevant to current procedures for the establishment, maintenance, and modification of complex human behavior. While the emphasis is distinctly on a functional analysis of human behavior, empirical research with animals is considered as it relates to theoretical issues. Laboratory and directed practicum projects. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter de Villiers*

T Th 9:30–10:50 a.m.

### 313a Seminar in Psycholinguistics

Topic for 1988–89: Language Acquisition and Language Disorders in Children. Consideration of the nature of language acquisition in mentally retarded, autistic, dysphasic, deaf, and blind children in the light of what is known about the patterns and determinants of normal language acquisition. In each case alternative language training programs for the disordered child will be evaluated. Prerequisite: PHI 236, or PHY 221, or 233.

4 credits

*Peter de Villiers, Jill de Villiers (Philosophy and Psychology)*

Th 1–2:50 p.m.

## C. Physiological Psychology

### 211a Physiological Psychology I

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, feeding, aggression, learning, memory, language, and mental/emotional disorders. Prerequisite: 111a or b, or an introductory BIO course.

4 credits

*Anne E. Powell*

Lec. M W F 9:20–10:30 a.m.

### 212b Developmental Psychobiology

A study of physiological and behavioral changes that accompany development. Embryonic development of the nervous system, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 211a, an introductory BIO course, or permission of the instructor.

4 credits

*Mary Harrington*

Lec. M W F 9:20–10:30 a.m.

**311a Physiological Psychology II**

A survey of research techniques in physiological psychology. Topics to be covered include: the anatomical organization of the mammalian brain, basic histological techniques, immuno-cytochemistry, neurophysiological techniques and hormonal effects on behavior. Prerequisites: 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16.

4 credits

*Mary Harrington*

Lec. T 11–11:50 a.m.; lab Th 1–4 p.m.

**316b Seminar in Biopsychology**

Advanced study of selected brain-behavior relations. Topic for 1988–89: Psychopharmacology. Prerequisite: 211a, 212b, and permission of the instructor.

4 credits

*Anne E. Powell*

M 7:30–9:30 p.m.

**D. Developmental Psychology**

**Director of the Child Study Committee:**  
Peter Pufall.

**233b Child Development**

A review of theory and research of the development of social, cognitive, and symbolic functioning in children. Developmental patterns in each area examined with respect to biological, familial, and cultural influences. One observational hour per week in the Campus School, to be arranged.

4 credits

*Peter Pufall*

M W F 8–9:10 a.m.

**EDC 238a Educational Psychology****241a Psychology of Adolescence**

Exploring adolescents' developing identity and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and social changes of this phase.

4 credits

*To be announced*

*To be arranged*

**243a Adult Development**

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, longitudinal and biographical approaches, the experience of growing older, retirement, bereavement, dependence, and psychological adjustment to the myths and realities of age.

4 credits

*Diedrick Snoek*

T Th 1–2:50 p.m.

**[333b Seminar in Child Development]**

An examination of infant development.

Topics include cognitive, perceptual, and social-affective development. Prerequisite: 233b or permission of the instructor. To be offered in 1989–90.

4 credits

**335a Experimental Study of the Behavior of Children**

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, spatial perception and representation, sex differences, and sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16.

4 credits

*Peter Pufall*

Lec. and lab T Th 9:30–10:50 a.m., Th 11–11:50 a.m.

**340b Seminar in Gender and the Life Course**

Exploration of topics in psychological development across the life span from the perspective of contemporary theories about gender. How do social definitions of the meaning of gender affect orientations to and behavior with respect to such topics as achievement, autonomy, identity, and intimacy and sexuality? Prerequisite: 233b, 241a, or 243a.

4 credits

*Diedrick Snoek*

W 7:30–9:30 p.m.

## E. Clinical Psychology

### 252a Abnormal Psychology

A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness.

4 credits

*Randy Frost*

Lec. M W 10:40–11:50 a.m.; dis. F 10:40–11:50 a.m. or F 1–2 p.m.

### 253b Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252a.

4 credits

*Donna Nagata*

T Th 9:30–10:50 a.m.

### 254a Clinical Psychology

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the conceptual and methodological issues facing the clinical psychologist, assessment and treatment of psychopathology, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252a.

4 credits

*Donna Nagata*

T Th 9:30–10:50 a.m.

### 352b Seminar in Advanced Abnormal Psychology

Examination of community mental health and community psychology approaches to conceptualizing and treating mental health problems. Prerequisite: 252a.

4 credits

*Donna Nagata*

Th 1–2:50 p.m.

### 354a Seminar in Clinical Psychology

Topic for 1988–89: Obsessive Compulsive Disorders. An examination of obsessive-

compulsive phenomena. Focus on both theory and research on the psychopathology as well as nonpathological obsessive-compulsive experiences. Prerequisite: 252a or 254a.

4 credits

*Randy Frost*

T 1–2:50 p.m.

### [358b Experimental Investigation in Clinical Psychology]

An examination of research in health psychology and behavioral medicine. Focus on behavioral and personality factors in the development of illness, and psychological treatments for physical disorders. Prerequisite: 112a or b and 252a. To be offered in 1989–90.

4 credits

## F. Social and Personality Psychology

### 270b Social Psychology

The study of social behavior considered from a psychological point of view. Topics include: small group behavior, interpersonal attraction, prosocial behavior, person perception, attitude acquisition and change, leadership, conformity, aggression, and prejudice.

4 credits

*Fletcher Blanchard*

Lec. M W F 10:40–11:50 a.m.

### 271a Psychology of Personality

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives.

4 credits

*Russell Weigel*

Lec. T Th 1–2:50 p.m.

### 278b Behavior in Organizations

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 24. Prerequisite: 270b, 271a, or permission of the instructor.



4 credits

*Diedrick Snoek*

Lec. and lab T Th 1–2:50 p.m.

### 370b Seminar in Social Psychology

Topic: Social Psychology of the Judicial Process. Consideration of the behavior of attorneys, judges, defendants, and jurors from a social psychological perspective. Prerequisite: 270b, 271a, or permission of the instructor.

4 credits

*Fletcher Blanchard*

T 1–2:50 p.m.

### 371b Seminar in Personality

Topic: The Perception of Personality. A consideration of the processes that underlie the perception of personality in individuals. Specific attention will be devoted to an analysis of self-perception and the impact of self upon behavior. Relevant research from cognitive, social, personality, and clinical psychology will be discussed. Admission by approval of the instructor.

Prerequisite: 270b or 271a.

4 credits

*Philip Peake*

T 3–4:50 p.m.

### 372a Experimental Study of Social Behavior

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 112a or b and either 270b or 271a or permission of the instructor. Enrollment limited to 16.

4 credits

*Fletcher Blanchard*

Lec. and lab T Th 1–2:50 p.m.

### 373b Personality Assessment and Research

An introduction to techniques in personality measurement and experimentation. The use of personality scales, behavioral observation, and interviews in the design of per-

sonality research. Prerequisites: 112a or b and either 270b or 271a or permission of the instructor.

4 credits

*Philip Peake*

Lec. and lab T Th 1–2:50 p.m.

### 404a Special Studies

By permission of the department, for qualified junior and senior majors. A scholarly project conducted under the supervision of any member of the department.

4 credits

### 404b Special Studies

4 credits

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Fletcher Blanchard.

**Basis:** 111a or b, 112a or b, and 113a or b.

**Requirements:** 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the seminar year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B-F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A-F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as one of the three courses.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or coun-



seling, psychological research, or para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## **The Minor**

**Advisers:** Members of the Department.

**Requirements:** six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A-F. In addition, one of these four courses must either be a laboratory course or a seminar.

## **Honors**

**Director:** Fletcher Blanchard.

**Basis:** 111a or b, 112a or b, 113a or b, and one other semester course.

### **431a Thesis**

8 credits

### **432d Thesis**

12 credits

**Requirements:** These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area, but cannot be used to fulfill the breadth

requirement. In addition, they may be used for another semester course counting toward the total of ten required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.

## Interdepartmental Minor in Public Policy

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### Director

Deborah Haas-Wilson, Assistant Professor of Economics

### Advisers

Randall Bartlett, Professor of Economics

\*\*Susan Bourque, Professor of Government

John Burk, Professor of Biological Sciences

Allen Curran, Professor of Geology

\*Andrew Zimbalist, Professor of Economics

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The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and natural sciences.

### [GOV 207a Politics of Public Policy]

To be offered in 1989–90.

4 credits

### 220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to “improve” policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. Prerequisites: ECO 150a or b. Recommended: one course in American government.

4 credits

*Randall Bartlett*

M W F 1–1:50 p.m.

### [250b Race and Public Policy in the United States]

An exploration of current policy issues regarding race. Topics include employment policies such as affirmative action and minority set asides, antidiscrimination policies in housing, race and education, political participation, and bilingual education. Recommended background: PPL 220a, a course in American government, or ECO 150a or b. To be offered in 1989–90. (E) 4 credits

### 253b U.S. Immigration and Refugee Policy

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, Americanization programs, mutual assistance, and legal aid.

4 credits

*Peter Rose (Sociology and Anthropology)*

T 3–4:50 p.m.

### [254b Agriculture and Public Policy in the United States]

A scientific and political examination of American agriculture, which is intended to

help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers, and policies of the Reagan administration. Lectures and discussions will be augmented with films and field trips. To be offered in 1989-90. (E)  
4 credits

**[259a Technology, Gender, and Public Policy in Cross-cultural Perspective]**

An examination of current debates surrounding technology transfer, with emphasis on the policy choices posed at various levels of the political system. The impact of technology on gender relations will be examined in a variety of societies, emphasizing policy issues in population, agriculture, industrial development and employment, urbanization and migration. Offered in alternate years. To be offered in 1989-90. (E)  
4 credits

**265a Water and Policy: Sources, Uses, and Social Control**

Examination of issues surrounding the availability and use of water resources: the hydrologic cycle, economic uses of water, methods of allocating water to different uses, problems of pollution, assurance of adequate supplies, and quality. Case studies of selected water systems and policy problems. Prerequisite: 220 or permission of the instructors. (E)  
4 credits

*Robert Burger (Geology) and Frederick Leonard (Economics)*

M W F 9:20-10:30 a.m.

**303b Public Policy for Marine and Coastal Resources**

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues.

Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors.  
4 credits

*Allen Curran, John Burk, and Peter Rowe (Government)*

M W F 10:40-11:50 a.m.

**304a Seminar in American Government: Science, Technology, and Public Policy**

Arguments about the desirability of bringing technological development under explicit policy control, including the social control of scientific enterprise. Focus on specific problems of technology: "appropriate technologies," recombinant DNA research, toxic waste management. Prerequisite: one semester of science (physics, chemistry, biology, or geology) or permission of the instructors. Alternates with GOV 305b.

4 credits

*Stanley Rothman (Government) and Stylianos Scordilis (Biological Sciences)*

Th 3-4:50 p.m.

**GOV 324a Seminar in Comparative Government: Technology, Gender, and Public Policy in Latin America**

*Susan Bourque*

T 1-2:50 p.m.

**390b Senior Public Policy Workshop**

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor.

4 credits

*Deborah Haas-Wilson*

Th 3-4:50 p.m.

**404a Special Studies**

By permission of the director.

4 credits

**404b Special Studies**

4 credits

**The Minor**

**Director:** Deborah Haas-Wilson.

**Advisers:** Randall Bartlett (Economics); John Burk, (Biological Sciences); Allen Curran (Geology); Andrew Zimbalist (Economics); Susan Bourque, (Government).

The minor consists of six courses:

PPL 220a or GOV 207a;

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);

PPL 390b.



## Major and Minor in the Department of Religion and Biblical Literature

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### Professors

†Bruce Theodore Dahlberg, M.Div., Ph.D.  
Taitetsu Unno, Ph.D.

Robert M. Haddad, Ph.D. (History and  
Religion and Biblical Literature)

Thomas Sieger Derr, Jr., M.Div., Ph.D.

†D. Dennis Hudson, Ph.D.

\*\*Karl Paul Donfried, Dr.Theol.

Quentin Quesnell, S.S.D.

Jean Higgins, Ph.D. *Chair*

### Associate Professor

John W. Betlyon, Ph.D.

### Assistant Professor

Rosemary Barciauskas, Ph.D.

### Visiting Assistant Professor

James B. Hubbard, Ph.D.

### Visiting Lecturers

<sup>2</sup>Robert Berkey, Ph.D.

<sup>2</sup>Robert Doran, Th.D.

<sup>2</sup>Ronald C. Kiener, Ph.D.

### Mendenhall Fellow

Hugh Rowland Page, Jr., M.Div., S.T.M.

Colloquia are primarily reading and discussion courses limited to 20 students.

*Arthurian Romances*, and examples of Westerns and science fiction. To be offered in 1989–90.

## 100-Level Courses

### 100d Biblical Hebrew

Introduction to the Hebrew language. Elements of grammar with readings from the Hebrew Scriptures. Alternates with 285a and b.

8 credits

*Quentin Quesnell*

T Th 8–9:20 a.m.

### 110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion.

+ credits

### [A. Religion as Folklore, Ancient and Modern]

Introduction to the mechanics of oral literature in both ancient and modern settings. Readings include a Canaanite cosmogony, Babylonian creation epics, Hesiod's *Theogony*, *The Nibelungenlied*,

### [B. Jewish-Christian Relations]

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including conversion, disputation, persecution, assimilation, encounter. To be offered in 1989–90.

### C. Poetry as Contemplation

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist, and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation.

*Taitetsu Unno*

T Th 11–11:50 a.m.

**D. Jesus, Politics, and Society**

A study in the message and purpose of Luke-Acts. A survey of Luke's portrayal of Jesus' social and political attitudes in light of the religious, political, and economic milieu of the New Testament period.

*Robert Berkey*  
Th 3-4:50 p.m.

**E. Spirituality and Alienation, East and West**

This course explores fictional representations of the search for alternatives to purely secular individualism and traditional religious structures. Contemporary Western and Japanese novels reflecting this search will be paired, compared, and contrasted. They will also be set in relation to primary texts in Buddhism, Christianity, existentialism, and feminism. Readings in Abe, Camus, T.S. Eliot, Endo, Enchi, Greene, Kafka, Kawabata, Doris Lessing, Niwa.

*Jean Higgins*  
M W F 1-2 p.m.; audio visual presentation M 3:10-4 p.m.

**111a Religion as a Human Experience**

Interpretations of religion by its exponents and critics in theology, philosophy, literature, and the social sciences. Readings from Graham Greene, C.G. Jung, C.S. Lewis, Paul Tillich, Elie Wiesel, and others.

*Jean Higgins, Director*  
4 credits

*Members of the Department*

Lec. and dis. T Th 9:30-10:50 a.m.

**113b Judaism, Christianity, and Islam**

An introduction to the monotheistic traditions of Middle Eastern origin: their faith, practice, and interaction. Occasional films.

*Thomas Derr, Director*  
4 credits

*Members of the Department*

Lec. T Th 9:30-10:50 a.m.

**114a Eastern Religious Traditions**

Great religious leaders and texts of the non-Western world in their cultural contexts, e.g., Hindu, Buddhist, Confucian, and

Taoist traditions. Some attention given to beliefs and rituals as expressed in art and architecture. Occasional films.

*James Hubbard, Director*

4 credits

*Members of the Department*

T Th 11-11:50 a.m., T 1-2:50 p.m., or Th 1-2:50 p.m.

**HWI 150a A History of Western Ideas**

See Interdepartmental and Extradepartmental Course Offerings.

**200-Level Courses**

No prerequisites unless specified.

**210b Introduction to the Bible I**

The Hebrew Scriptures (Old Testament).

The religion of ancient Israel—its story, law, and myth; the great prophets; the Wisdom tradition; apocalyptic; the Psalms.

4 credits

*Robert Doran*

M W 9:20-10:30 a.m.

**220a Introduction to the Bible II**

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community.

4 credits

*Karl Donfried*

Lec. M W 8-9:10 a.m.; dis. and audio-visual presentations F 8-9:10 a.m.

**JUD 224b Introduction to Rabbinic Texts****[225a The Mediterranean World of the Early Christian Apostles]**

The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with

particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. 220 is recommended. To be offered in 1989–90.

4 credits

*Karl Donfried*

**[225c Early Christian and Related Archaeological Sites: Study Tour]**

A joint Smith/Mount Holyoke on-site humanities study tour at such ancient cities as Thessalonica, Philippi, Athens, Corinth, Rome, Ephesus, and other cities of Western Asia Minor for the purpose of understanding the interactions of various Graeco-Roman religions with both Judaism and early Christianity. Prerequisite: 225a. Tentatively scheduled for May 9–June 6, 1990. (E) 2 credits

*Karl Donfried, Robert Berkey*

**230a Western Christian Thought and Practice (30–1100)**

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of Medieval Christianity. Occasional films.

4 credits

*Karl Donfried*

T Th 8–9:20 a.m.

**[231a Eastern Christian Thought and Practice]**

A survey of the theology and history of the Orthodox, Monophysite, and Nestorian churches of the East from their origins to the modern era, with special emphasis on their interaction with one another, with Islam, and with the churches and secular ideologies of the West. To be offered in 1989–90.

4 credits

*Robert Haddad*

**[232b Western Christian Thought and Practice (1100–1800)]**

A historical survey of religious thought and practice from Anselm to Kierkegaard. Changing understanding of God, self, and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment. Theological, philosophical, mystical, devotional, and literary texts supplemented by art and music. To be offered in 1989–90.

4 credits

*Jean Higgins*

**235b Jewish Philosophers and Mystics in the Middle Ages**

An introduction to a variety of philosophical approaches to Jewish life in the Middle Ages and to mystical practices and doctrine. Selected source readings in English.

4 credits

*Ronald C. Kiener*

Th 7–9:30 p.m.

**[236a Jewish Thought in the Twentieth Century]**

Religious and secular approaches to Jewish life in modern times. Revival of Jewish practices and search for Jewish meaning. Israel and the Holocaust in modern Jewish thought. To be offered in 1989–90.

4 credits

**[237b Religion in America]**

Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present. To be offered in 1989–90.

4 credits

*Thomas Derr*

**[240a Contemporary Christian Thought]**

Old questions and some new answers about God and Christ, sin and salvation, mysteries and sacraments, time and eternity. New questions from liberation theology, feminist theology, evangelical



theology, and others. Leading men and women theologians on the contemporary scene. Prerequisite: at least one course in religion or philosophy. To be offered in 1989-90.

4 credits

*Quentin Quesnell*

#### [245a Theological Themes in Fiction and Fantasy]

An introduction to theological themes through the medium of imagination. Theoretical basis for this approach in a sacramental universe. Concrete illustrations in film and in readings from storytelling theologians and theologically illuminating storytellers such as Kafka, LeGuin, Lessing, Mishima, and Flannery O'Connor. To be offered in 1989-90.

4 credits

#### 250a Social Ethics I

Religion as a basis for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations.

4 credits

*Thomas Derr*

M W F 9:20-10:30 a.m.

#### 250b Social Ethics II

The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; liberation theology and Marxism; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty.

4 credits

*Thomas Derr*

M W F 9:20-10:30 a.m.

#### 260b Psychology of Religion

The nature of religious consciousness. A study of classic and contemporary authors such as James, Freud, Jung, Erikson, Waslow, Gilligan, Becker, and others.

4 credits

*Rosemary Barciauskas*

M 3:10-4 p.m., T Th 11-11:50 a.m.

#### 263a Philosophy of Religion

A survey of some solutions to persistent religious problems such as the nature of religion, the existence of God, religious knowledge and language, the problem of evil, the meaning of miracles, and the meaning of human freedom. This course seeks to involve the student in these classical debates in order to raise to the level of consciousness her deepest philosophical and religious convictions.

4 credits

*Rosemary Barciauskas*

M 3:10-4 p.m., T Th 11-11:50 a.m.

#### [269b Phenomenology and Existentialism]

A historical introduction to phenomenology and existentialism and to certain topics regarding consciousness, intentionality, transcendence, and other existential categories. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and others. To be offered in 1989-90.

4 credits

#### 270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others.

4 credits

*James Hubbard*

M W F 2:10-3 p.m.

#### [270b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present]

An introduction to the religious thought of Sankara, Ramanuja, and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion.



The thought of modern religious figures: Gandhi, Ramakrishna, and others. To be offered in 1989–90.

4 credits

*Dennis Hudson*

### 271a Buddhist Thought

A historical introduction to the thought and culture of Buddhism in India, Tibet, China, Japan, and the West. Particular attention will be given to understanding the relationship between doctrine and institution, the Buddha's enlightenment and its expression in the world.

4 credits

*Taitetsu Unno*

M W 9:20–10:30 a.m.

### 273b Chinese Buddhism and Buddhist Art

The historical evolution of Chinese Buddhism, developments in Buddhist thought, and their expression in sculpture, painting, and architecture from the third century to the modern period. (E)

4 credits

*James Hubbard, Marilyn Rbie (Art and East Asian Studies)*

T 1–4 p.m.

### 275b Islam

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa.

4 credits

*Robert Haddad*

M W F 10:40–11:50 a.m.

### 277b Native American Religion in the Desert Southwest: An Archaeological Study in Sacred Space

A study of the indigenous peoples of the American Southwest in the prehistoric and historic periods. Using the techniques of archaeology and ethnoarchaeology, cultures of Arizona, New Mexico, southern Utah, southwestern Colorado, and western Texas will be examined from the beginnings through the period of contact with Spanish Europeans and eventual inclusion

within the United States. Special attention will be given to major sites such as Mesa Verde, Chaco Canyon, and Montezuma's Castle, and to the religious systems of the Native American peoples. Prerequisite: ARC 211a or permission of the instructor.

Offered in alternate years. (E)

4 credits

*John Bethyon*

M W F 10:40–11:50 a.m.

### [285a Hebrew Religious Texts]

Readings with introduction and discussion of Hebrew texts from the Dead Sea Scrolls and the Mishnah. Prerequisite: 100d or permission of the instructor. Alternates with 100d. To be offered in 1989–90.

4 credits

### [285b Hebrew Religious Texts]

Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 100d or permission of the instructor. Alternates with 100d. To be offered in 1989–90.

4 credits

### [287a Greek Religious Texts]

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. To be offered in 1989–90.

4 credits

*Karl Donfried*

## 300-Level Courses

No prerequisites unless specified.

### [310b Seminar: The Apocrypha and Related Texts]

Reading and critical discussion of deuterocanonical and non-canonical Jewish and Christian writings of the Biblical period, in translation. Selections from the Old and New Testament Apocrypha, the Dead Sea Scrolls, and other pseudepigraphic works. Prerequisite: either JUD 187, 210, 220, or permis-

sion of the instructor. To be offered in 1989–90.

4 credits

*Bruce Dahlberg*

**[311a Seminar: Issues in Biblical Interpretation]**

Changing views of the authority of Scripture for faith and practice. Ancient and modern ways of interpreting the text. Readings in classical and contemporary writings on the study of the Bible. Effect of scholarship on devotional and liturgical use of Scripture. Ideological critiques of the Bible in Black Liberation, feminism, Marxism, and other movements. Admission by permission of the instructor. To be offered in 1989–90.

4 credits

*Bruce Dahlberg*

**[312b Archaeology in Biblical Studies]**

Archaeology as a research tool of the historian and Biblical scholar. Methods of excavation; evaluation and dating of artifacts. Illustrated lectures; discussion of selected field reports and related literature from major excavation sites. Implications for understanding Biblical history and religion. Prerequisite: either ARC 211, 210, 220, or permission of the instructor. To be offered in 1989–90.

4 credits

*Bruce Dahlberg*

**[320b Colloquium: New Testament]**

The Teaching of Jesus According to the Gospel of Matthew. Prerequisite: 220 or permission of the instructor. To be offered in 1990–91.

4 credits

*Karl Donfried*

**[330b Seminar: Historical Theology]**

To be offered in 1989–90.

4 credits

*Jean Higgins*

**333a Seminar: Theological Tendencies in Early Christianity**

Interpretation of Jesus and the origin of Christianity according to gnostic gospels and other secret and non-canonical texts

recently discovered near Nag Hammadi in Upper Egypt. Prerequisite: 220, 230, or permission of the instructor.

4 credits

*Karl Donfried*

Th 1–2:50 p.m.

**340b Seminar: Topics in Christian Thought and Practice**

Topic for 1988–89: Great Classics of Western Spirituality. A study of Christian spirituality through primary source readings considered against the background of tradition and within their particular cultural settings. Readings in Augustine, Anselm, Hildegard of Bingen, Francis, Eckhart, Catherine of Siena, Julian of Norwich, Teresa of Avila, Pascal, Fox, Wesley, Kierkegaard, Simone Weil, Thomas Merton. Visits to monasteries. Occasional films. Prerequisite: 230, 232, or permission of the instructor.

4 credits

*Jean Higgins*

Th 1–2:50 p.m.

**353a Seminar: Medical Ethics**

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues.

4 credits

*Thomas Derr*

M 7:30–9:30 p.m.

**360b Seminar: Problems in Philosophy of Religion**

Theistic responses to crises of belief in the modern world. Process metaphysics as a framework for the transformation of the social order in liberation and feminist thought. Continuity and complementarity among these responses. Readings in Whitehead, Hartshorne, Gutierrez, and Ruether. Occasional films.

4 credits

*Rosemary Barciauskas*

T 3–4:50 p.m.

**[370b Seminar: Religious Literature of South Asia]**

The values, world views, and modes of thought of major religious cultures in the

Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries, and legal and ethical codes. Prerequisite: 114a, 270a, 270b, 271a, or the equivalent. To be offered in 1989–90. (E) 4 credits

### 371b Seminar: Problems in Buddhist Philosophy

Topic for 1988–89: Metanoetics: Between Theology and Philosophy. Prerequisite: 271a or the equivalent. 4 credits

*Taitetsu Unno*

Th 3–4:50 p.m.

### [382b Directed Readings in Religious Texts: Hebrew, Greek, or Latin]

Prerequisite: one of the following (or the equivalent): GRK 110d; LAT 100d; or REL 100d. Admission by permission of the instructor. To be offered in 1989–90. 4 credits

*Quentin Quesnell*

### 404a Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 4 credits

### 404b Special Studies

4 credits

### 408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 114a Eastern Religious Traditions and 113b Judaism, Christianity, and Islam, preferably in the freshman or sophomore year.
2. At least one semester course from each of the following four groups:
  - a) textual interpretation: 210; 220
  - b) critical and systematic reflection: [240]; 250; 260; 263
  - c) non-monotheistic traditions: 270; 271
  - d) monotheistic traditions: 230; [231]; [232]; 235; [236]; 275
3. Every major must take at least one seminar in the department.

## The Minor

**Advisers:** Members of the Department.

Requirements: five semester courses, among which three of the following groups must be represented:

- a) textual interpretation: 210; 220
- b) critical and systematic reflection: 111; [240]; 250; 260; 263
- c) non-monotheistic traditions: 114; 270; 271
- d) monotheistic traditions: 113; 230; [231]; [232]; 235; [236]; 275

Not more than two 100-level courses may be counted toward the minor.

## The Major

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Thomas Derr.

## Honors

**Director:** Thomas Derr.

### 430d Thesis

8 credits

### 431a Thesis

8 credits

Requirements: same as for the major and a thesis (430d) normally written in both semesters of the senior year, with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

(other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the complete thesis is expected.

## Graduate

**Adviser:** Quentin Quesnell.

### 580a Advanced Studies

4 credits

### 580b Advanced Studies

4 credits

### 590a Research and Thesis

4 or 8 credits

### 590b Research and Thesis

4 or 8 credits

### 590d Research and Thesis

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages



## Majors in the Department of Russian Language and Literature

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**Professor**

\*Maria Nemcová Banerjee, Ph.D.

**Associate Professors**

Igor Zelljadt, M.A.

Alexander Woronzoff-Dashkoff, Ph.D., *Chair*

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**Lecturer**

Catherine Woronzoff-Dashkoff, A.B.

**Visiting Lecturer**

<sup>1</sup>Priscilla Hunt, Ph.D.

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**A. Language**

Credit is not granted for the first semester only of an introductory language course.

**100d Elementary Russian**

Four class hours and laboratory.

8 credits

*Catherine Woronzoff-Dashkoff*

M W F 1–2 p.m., T 1–2:50 p.m.

**110d Intensive Russian**

Seven class hours and laboratory.

12 credits

*Igor Zelljadt*

M W F 10:40–11:50 a.m., T Th 9:30–10:50 a.m.

**220d Intermediate Russian**

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent.

8 credits

*Alexander Woronzoff-Dashkoff*

M W F 9:20–10:30 a.m.

**331a Advanced Russian**

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor.

4 credits

*Catherine Woronzoff-Dashkoff*

M W F 2:10–4 p.m.

**332b A continuation of 331a**

Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a.

4 credits

*Catherine Woronzoff-Dashkoff*

M W Th F 2:10–4 p.m.

**338a Studies in Language and Literature**

Advanced study of literary and nonliterary texts, with emphasis on spoken Russian. Prerequisite: 331b or permission of the instructor.

4 credits

*Catherine Woronzoff-Dashkoff*

Th 7:30–9:30 p.m.

**338b Studies in Language and Literature**

Advanced study of selected literary and nonliterary texts, with emphasis on spoken Russian: discussion, conversation, oral reports. Prerequisite: 338a or permission of the instructor.

4 credits

*Igor Zelljadt*

Th 7:30–9:30 p.m.

**[343b Seminar in the History of the Russian Language]**

A survey of the origin and development of the Russian language, its sounds, vocabulary, and grammatical forms, from the beginning to the present. Lectures and analysis of selected illustrative texts. Prerequisite:

site: 331a and b or the equivalent, or permission of the instructor.

4 credits

## B. Literature

### 126b Readings in Nineteenth-Century Russian Literature

Topic for 1988–89: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political, and ideological context of the works considered.

Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. In translation.

4 credits

*Alexander Woronzoff-Dashkoff*

T Th 9:30–10:50 a.m.

### 235a Tolstoy

In translation.

4 credits

*Alexander Woronzoff-Dashkoff*

M W F 10:40–11:50 a.m.

### 235b Dostoevsky

In translation.

4 credits

*Maria Banerjee*

M W F 10:40–11:50 a.m.

### [236b Russian Drama]

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov, and some recent works. In translation.

4 credits

### 237a The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite),

classical (eighteenth century), and the age of romantic realism. In translation.

4 credits

*Priscilla Hunt*

T Th 9:30–10:50 a.m.

### [333a Literature of the Twentieth Century]

Topic: Twentieth-Century Russian Lyric Poetry. Study of works by Marina Tsvetaeva, Boris Pasternak, Yunnna Moric, and others.

In Russian. Prerequisites: 331a and b, or the equivalent, or permission of the instructor.

4 credits

### [334b] A continuation of 333a

4 credits

### 340b Seminar: Russian Thought

Topic for 1988–89: Revolutions in Russia: Myth and Reality, 1881–1917. In translation. Prerequisites: HST 239a and 240b and one intermediate semester course in Russian literature, or permission of the instructor.

See also HST 340b.

4 credits

*Maria Banerjee, Joan Afferica (History)*

W 7:30–9:30 p.m.

### [342b Seminar: Soviet Russian Literature]

Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: one intermediate semester course in Russian literature.

4 credits

### [346a Seminar: Pushkin and His Age]

Conducted in English with reading in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor.

4 credits

### 404a Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level.

4 credits

#### 404b Special Studies

4 credits

#### 408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level.

8 credits

### The Majors

**Adviser for Study Abroad:** Igor Zelljadt.

### Russian Literature

**Advisers:** Members of the Department.

**Basis:** 220d, 126b or 237a.

Six required courses: 331a and b; HST 239a and HST 240b; two of the following: 235a, 235b, [236b].

Strongly recommended: [333a], [334b], 338a, 338b.

One required seminar: 340b or [342b] or [343b] or [346a].

### Russian Civilization

**Advisers:** Members of the Department, and Joan Afferica, history; Steven Goldstein, government; Andrew Zimbalist, economics.

**Basis:** 220d, HST 239a and HST 240b.

Five required courses: 331a and b; two of the following: 126b, 235a, 235b, [236b], 237a, one of the following: GOV 222a, ECO 209a.

Strongly recommended: [333a], [334b], 338a, 338b.

One required seminar: GOV 325a or 347b or ECO 305b or HST 292a or 340b or [342b] or [343b].

### Honors

**Director:** To be announced.

#### 431a Thesis

8 credits

### Russian Literature

**Basis:** same as for Russian literature major.

**Required courses:** same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

### Russian Civilization

**Basis:** same as for Russian civilization major.

**Required courses:** same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

# Majors and Minor in Sociology (in the Department of Sociology and Anthropology)

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## Professors

Peter Isaac Rose, Ph.D.  
Myron Peretz Glazer, Ph.D.  
Arthur Shattuck Parsons, M.C.P., Ph.D.,  
*Chair*

## William Allan Neilson Professor

Charles V. Hamilton, J.D., Ph.D.

## Associate Professors

Joan Lennox, M.S.S.W., M.F.A.  
Patricia Y. Miller, Ph.D.

## Adjunct Associate Professor

Catherine Kohler Riessman, Ph.D.

## Assistant Professors

Richard Fantasia, Ph.D.  
Patricia Ewick, Ph.D.

## Visiting Lecturer

Dona Cooper Hamilton, D.S.W.

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

### 101a Introduction to Sociology

Perspectives on society, culture, and social interaction. Topics include community, class, ethnicity, family, sex roles, and deviance. Colloquium format, meeting.

*Myron Glazer, Director*

4 credits

First semester:

M W 9:20–10:30 a.m., *Patricia Ewick*;

W F 10:40–11:50 a.m., *Richard Fantasia*;

T Th 9:30–10:50 a.m., *Myron Glazer*;

T Th 3–4:50 p.m., *Richard Fantasia*.

### 101b A repetition of 101a

4 credits

M W 10:40–11:50 a.m., *To be announced*;

W F 8–9:10 a.m., *Myron Glazer*;

T–Th 9:30–10:50 a.m., *Patricia Ewick*;

T 3–4:50 p.m., Th 11–11:50 a.m., *Patricia Ewick*.

### 201b Methods of Social Research

An introduction to the logic and methods of social research, designed to develop skill

in research design and techniques. SSC 190a or b recommended but not required. 4 credits

*Patricia Ewick*

T Th 1–2:50 p.m.

### 210a Deviant Behavior

An exploration of theories of deviance and social disorganization, research studies, and literature aimed at understanding madness, drug abuse, rape, white collar crime, governmental deviance, homosexuality, and rebellion. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research. 4 credits

*Patricia Ewick*

M W 10:40–11:50 a.m.

### 211b Ethical Issues in Social Organizations

Theories of deviance applied to the study of unethical practices and abuses of power in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the police; the C.I.A.; the E.P.A.; and the nuclear-power, automobile, and other industries.



4 credits

*Myron Glazer*

W F 10:40–11:50 a.m.

**212b Class and Society**

An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in systems of social stratification.

4 credits

*Richard Fantasia*

M W 10:40–11:50 a.m.

**213b Ethnic Minorities in America**

Social organization of a multiracial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minority communities in different settings.

4 credits

*Peter Rose*

M W 9:20–10:30 a.m.

**[215a Criminology]**

Analysis of theories and research on delinquency, crime, corrections, and criminal justice in American society, with particular emphasis on the relationship between social class and crime. Fieldwork or library research is required. Optional use of documentary photography as an adjunct to field research. To be offered in 1989–90.

4 credits

**216a Social Work and Public Policy**

An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Fieldwork in local agencies and institutions. Parallel readings. Enrollment limited to 20 juniors and seniors.

4 credits

*Joan Lennox*

W 1–3 p.m.

**218a Urban Sociology**

A study of the sociological dimensions of urban life. Main areas of inquiry: the pro-

cesses of urbanization, the city as a locus of various social relationships, the contemporary urban crisis, and strategies for revitalization. Fieldwork is encouraged.

4 credits

*Richard Fantasia*

T Th 1–2:50 p.m.

**219a Medical Sociology**

An examination of the social contexts of health, illness, and medical care. Topics include: social, environmental, and occupational factors in health and disease; the health professions; doctor-patient relationships; structure and processes of health care organizations; health care and social change. Special attention to the position of women and minorities. Enrollment limited. Permission of the instructor is required.

4 credits

*Catherine Riessman*

W 1–3, F 2:10–3 p.m.

**[222b Biology, Sociology, and Ideology]**

Investigation of the contemporary scientific controversy about the biological basis of social behavior from a sociology of science perspective. Examination of claims and counterclaims in the sociobiology debate in light of current scientific developments, as well as sociological, historical, and philosophical studies of the relationship between biology and ideology. The course is interdisciplinary and requires no special prior knowledge. Sociological and biological concepts will be explained in lectures and reading. To be offered in 1989–90. (E)

4 credits

**224a Family and Society**

A cross-cultural and interdisciplinary approach to the study of the family and related institutions. Specific attention to the roles of mothers, wives, and children in the family, and to the social significance of romantic love in marriage and the family.

4 credits

*Arthur Parsons*

T Th 8–9:20 a.m.

### AMS 230b The Asian American Experience

#### 250a Theories of Society

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, and Durkheim, with emphasis on their theories of the development, structure, and consequences of capitalism and modern industrial societies. Open to seniors, juniors, and sophomores.

4 credits

*Arthur Parsons*

T 3–4:50 p.m., Th 11–11:50 a.m.

### PPL 253b U.S. Immigration and Refugee Policy

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, Americanization programs, mutual assistance, and legal aid.

4 credits

*Peter Rose*

T 3–4:50 p.m.; parallel lecture series, times to be arranged

#### [303a Seminar: Knowledge and Society]

Admission by permission of the instructor. To be offered in 1989–90.

4 credits

#### 305a Seminar: Qualitative Methods

Individual field research projects. Collection and analysis of life-history, intensive-interview, and participant-observation material. Emphasis also on ethical, political, and personal challenges of research.

Admission by permission of the instructor.

4 credits

*Myron Glazer*

T 3–4:50 p.m.

#### 310b Seminar on Problems of Scope and Method

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous behavior. Admission by permission of the instructor.

4 credits

*Myron Glazer*

Th 3–4:50 p.m.

#### 311b Seminar: Contemporary Sociological Theory

Theories of contemporary society and social change with special consideration of the works of A. Hochschild, P. Rieff, C. Lasch, D. Bell, R. Collins, and R. Sennett. Prerequisite: 250a. Admission by permission of the instructor.

4 credits

*Arthur Parsons*

T 3–4:50 p.m.

#### 313a Seminar: America's People

Topic for 1988–89: Generations of Jews. Analysis of the history and demography of particular ethnic groups. The politics of immigration, generational changes. Inter-group relations. Admission by permission of the instructor.

4 credits

*Peter Rose*

T 3–4:50 p.m.

#### 316b Seminar: Protest, Rebellion, and Collective Action

Examination of historical and contemporary expressions of protest, rebellion, and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, strikes, student protests, and collective actions in the civil rights struggle. Prerequisites: 101 plus one of the following: 212, 213, 250, [AAS 278], [GOV 265]. (E)

4 credits

*Richard Fantasia*

Th 3–4:50 p.m.

#### 317a Aging and Death: A Culture and Personality Approach

The process of aging and dying. Fieldwork component required. Admission by permission of the instructor.

4 credits

*Joan Lennox*

T 1–2:50 p.m.

**[319a Seminar: Childhood Socialization]**

An interdisciplinary study of how childhood is shaped by the social order. Critical analysis of theories of human development: behaviorism, cognitive development, psychoanalytic theory, and symbolic interaction. Systematic treatment of culture, subculture, and marginality. Issues of social class, child-rearing practices, education, and gender-role stereotyping will be addressed. Open to juniors and seniors. Prerequisite: 101. Admission by permission of the instructor. To be offered in 1989–90. (E)

4 credits

**321b Seminar: Social Welfare Policy**

Topic for 1988–89: From the New Deal to the Reagan Era. Analysis and review of social welfare policy since the New Deal, with special emphasis on social security, health care, and employment policies.

4 credits

*Charles Hamilton, Dona Cooper Hamilton*

To be arranged

**General Courses****SSC 190a, 190b Introduction to Statistics for Social Scientists**

See Interdepartmental and Extradepartmental Course Offerings.

**404a Special Studies**

By permission of the department, for junior and senior majors.

4 credits

**404b Special Studies**

4 credits

**408d Special Studies**

8 credits

**The Major in Sociology**

**Advisers:** Patricia Ewick, Richard Fantasia, Myron Glazer, Arthur Parsons, Peter Rose.

**Adviser for Study Abroad:** Richard Fantasia.

**Basis:** 101a or b.

**Requirements:** 10 semester courses above the basis: 250a, 310b or 311b, four intermediate courses in sociology, and two additional courses in anthropology or sociology; the remaining two courses may be in the department or other departments in consultation with the adviser. Majors are strongly urged to take 250a in their sophomore or junior year; 310b or 311b should be taken in the senior year. Requirement of research may be met by taking 201b, 305a, supervised projects conducted in other courses offering research opportunities, or independent work supervised by a member of the department.

Students interested in the study of social problems and public policy should consult with the chair or with Patricia Miller.

**The Major in Sociology and Anthropology**

**Advisers:** Patricia Ewick, Richard Fantasia, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Marglin, Richard Parmentier, Arthur Parsons, Peter Rose.

**Basis:** SOC 101a or b and ANT 130a or b.

**Requirements:** 10 semester courses above the basis.

SOC 250, ANT 330, SOC 201 or SOC 305, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology.

## The Minor in Sociology

**Advisers:** Patricia Ewick, Richard Fantasia, Myron Glazer, Arthur Parsons, Peter Rose.

**Basis:** 101a or b, plus 250a; and either 201b or 305a, plus three additional courses at the 200 or 300 level.

**590b Research and Thesis**  
4 or 8 credits

**590d Research and Thesis**  
4 or 8 credits

## Honors

**Director:** Arthur Parsons.

**Basis:** same as for the major.

**430d Thesis**  
8 credits

**431a Thesis**  
8 credits

**432d Thesis**  
12 credits

**Requirements:**

1. a total of eight courses above the basis, including all the requirements for the major and 311b;
2. a thesis (430d, 432d) written during two semesters; or a thesis (431a) written during one semester.
3. an oral examination on the thesis.

## Graduate

**580a Special Studies**

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.  
4 credits

**580b Special Studies**  
4 credits

**590a Research and Thesis**  
4 or 8 credits



## Majors and Minors in the Department of Spanish and Portuguese

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### Professors

Erna Berndt Kelley, Ph.D.  
Alice Rodrigues Clemente, Ph.D. (Spanish  
and Portuguese and Comparative  
Literature), *Chair*

### Associate Professor

Charles Cutler, Ph.D. (Spanish and  
Portuguese and Afro-American Studies)

### Assistant Professors

Walter Glannon, Ph.D.  
†Nancy Saporta Sternbach, Ph.D.  
Marina Kaplan, Ph.D. (Spanish and  
Portuguese and Latin American Studies)

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### Instructor

Angeles J. Placer, M.A.

### Lecturer

Nicomedes Suárez Araúz, Ph.D.

### Assistant

Reyes Lázaro, Licenciatura en Filosofía y  
Letras

## Portuguese Language

Credit is not granted for the first semester  
only of the year-long language course.

### POR 100d Elementary Portuguese

A one-year nonintensive elementary course  
in spoken and written Brazilian Portuguese.  
Emphasis first semester will be on develop-  
ment of oral proficiency and acquisition of  
reading and writing skills. Second semester  
will include reading and discussion of short  
texts by modern writers of the Portuguese-  
speaking world: Brazil, Portugal, Angola,  
Mozambique, Cabo Verde.

8 credits

*Charles Cutler*

M W F 10:40–11:50 a.m.

### [POR 120b Intermediate Portuguese]

Intensive oral and written work using var-  
ious kinds of texts (not exclusively literary),  
films, and music from Brazil, Portugal, and  
Portuguese-speaking Africa. Prerequisite:  
100d or permission of the instructor.

4 credits

### POR 210b Literature and Culture in the Portuguese-Speaking World

Poetry and modern Brazil. Particular atten-  
tion given to the links between poetry and  
critical discourse and the interrelations  
between poetry and other art forms. Topics  
include: industrialization, the graphic arts,  
and the São Paulo concretist poets; the  
Symbolist and Modernist movements and  
their imprint on popular music of the  
1960s and 1970s, particularly on Bossa Nova  
and the *Tropicália* song; poetry and the  
Cinema Novo; vanguard poetry and under-  
development. Works by Drummond de  
Andrade, Oswald de Andrade, Cecília  
Meireles, Augusto de Campos, João Cabral  
de Melo Neto, Vinicius de Moraes, Ferreira  
Gullar, Thiago de Mello, Caetano Veloso,  
Chico Buarque, Milton Nascimento. Texts  
in Portuguese, discussion in English. A  
reading knowledge of Portuguese or  
Spanish is strongly recommended.

4 credits

*Charles Cutler*

T Th 9:30–10:50 a.m.

**[AAS 238b Afro-Brazilian Literature and Film]**

A study of the Afro-Brazilian as author and subject in modern and contemporary Brazilian literature and film. Some topics to be examined: the mulatto escape hatch and the ideology of whitening, the relationship between race and artistic creation, race and class; race and gender; and the politics of sensuality, food, dance, and music. Movements and individual figures include the Abolitionist Movement; Machado de Assis and Lima Barreto; the Modernist Movement and Mário de Andrade; novelists of the Northeast, Jorge Amado and José Lins do Rego; Abdias do Nascimento and the Black Cultural Alliance; poets of the Quilombhoje Movement. Films include: *Black Orpheus*, *Barravento*, *Ganga Zumba*, *Antônio Das Mortes*, *Macunaíma*, *The Amulet of Ogum*, and *Tent of Miracles*. To be offered in 1989-90.

4 credits

**AAS 239a The Afro-Luso-Brazilian Triangle**

An interdisciplinary study in translation of literature and political culture in post-World War II Angola, Mozambique, Guinea-Bissau, and Cape Verde. The resistance and reaficanization movements in Portuguese-speaking Africa, Lusotropicalism, the Brazilian Back-to-Africa movement, and Luso-African culture in New England. Readings will include the poetry of Agostinho Neto, Noémia de Sousa; prose fiction of Luandino Vieira and Lina Magaia; cultural writings of Paulo Freire, Amílcar Cabral, and Abdias do Nascimento; also the African films of Rui Guerra and Sarah Maldoror.

4 credits

*Charles Cutler*

M W F 9:20-10:30 a.m.

**Spanish Language**

Credit is not granted for the first semester only of year-long language courses.

**SPN 100d Elementary Spanish**

8 credits

*Members of the Department*

M W F 8-9:10 a.m.; M W F 9:20-10:30 a.m.;

M W F 2:10-3 p.m.

**SPN 110d Intensive Spanish**

12 credits

*Erna Berndt Kelley, Walter Glannon*

Six class hours as follows:

M W F 9:20-10:30 a.m., T Th 9:30-10:50 a.m.

**SPN 120d Intermediate Spanish**

Review of grammar and reading of modern prose. Prerequisite: two entrance units or 100d.

8 credits

*Members of the Department*

M W F 9:20-10:30 a.m.; M W F 10:40-11:50 a.m.; M W F 2:10-3 p.m.

**SPN 150a Grammar, Composition, and Reading**

Review of Spanish grammar with emphasis on specific problem areas in structure and syntax. Readings include Spanish and Latin American short stories and plays.

4 credits

*Erna Berndt Kelley*

M W F 3:10-4 p.m.

**SPN 220a Intermediate Conversation and Composition**

Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Reyes Lázaro*

M W F 8:20-9:10 a.m.

**SPN 220b A repetition of 220a**

4 credits

*Reyes Lázaro*

M W F 8:20-9:10 a.m.

**Spanish Literature****SPN 250a Literary Currents in Spain I**

An introduction to literary movements and genres from the Middle Ages to the pres-

ent. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Alice Rodrigues Clemente*

M W F 1–2 p.m.

### **SPN 251b Literary Currents in Spain II**

Literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Alice Rodrigues Clemente*

M W F 1–2 p.m.

## **Latin American Literature**

### **SPP 260a Survey of Latin American Literature I**

A historical perspective of Latin American literature as expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Marina Kaplan*

T Th 1–2:30 p.m.

### **SPP 261b Survey of Latin American Literature II**

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include genre as a contract between writer and audience, literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Prerequisite: four entrance units or 110d, 120d, or 150a.

4 credits

*Marina Kaplan*

M W F 1–2 p.m.

### **[SPP 265b Topics in Latin American Literature]**

4 credits

### **[CLT 268b Latina and Latin American Women Writers]**

Knowledge of Spanish useful but not necessary.

4 credits

## **Upper Division Courses in Spanish Literature**

The prerequisites for the following Spanish courses are 250a and 251b, or 260a and 261b.

## **The Formative Period**

### **[CLT 322a Words and Music in Medieval Lyric]**

4 credits

### **SPN 330a The Epic Tradition: Poems, Chronicles, and Ballads**

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*.

4 credits

*Erna Berndt Kelley*

M W F 2:10–3 p.m.

### **[SPN 331a The Structure of the Spanish Middle Ages in Literature]**

The legacy of the Moorish, Jewish, and Christian traditions. To be offered in 1989–90.

4 credits

### **[SPN 332b *El Libro de buen amor* and *La Celestina*]**

Study of medieval and pre-Renaissance themes. To be offered in 1990–91.

4 credits

## **The Imperial Period**

### **[SPN 340b Cervantes: The Birth of the Modern Novel]**

Detailed reading and discussion of *Don Quixote de la Mancha* with special attention given to the intellectual and artistic

background of Cervantes' literary creation.  
To be offered in 1989-90.  
4 credits

**[SPN 344a Ideological Framework of the Imperial Age]**

An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature against the background of the Spanish Inquisition.  
4 credits

**[SPN 345b Renaissance and Baroque Prose]**

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels, and works by Lope de Vega, Quevedo, Maria Zayas, and Vélez de Guevara.  
4 credits

**SPN 347b Golden Age Drama**

Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón. The theatre in relation to literary, social, and religious thought.  
4 credits

*Erna Berndt Kelley*

M W F 2:10-3 p.m.

**CLT 359b Sonnets and Sonnet Cycles**

## The Modern Period

**[SPN 360b Nineteenth-Century Literature in the Context of Cultural History: From Romanticism to Realism]**

A study of the literature of the nineteenth century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts.  
4 credits

**[SPN 362b Galdós]**

A study of the conflict between the individual and society in late nineteenth-century Spain through the novels of Benito Pérez Galdós. Readings include: *La Fontana de*

*Oro; La Desheredada, El amigo Manso, Misericordia, Fortunata y Jacinta*  
4 credits

**SPN 363a Contemporary Women Novelists of Spain**

A study of women and literature in contemporary Spain. Topics include: the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity, and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets, and Montero. Prerequisites: 250a and 251b, 260a and 261b, or permission of the instructor.  
4 credits

*Reyes Lázaro*

M W F 9:20-10:30 a.m.

**SPN 364b Tradition and Dissent: The Generation of '98**

The problem of Spain as seen in the writings of the 40 years preceding the Spanish Civil War. Readings by Unamuno, Machado, Pío Baroja, Valle-Inclán, and Azorín.  
4 credits

*Walter Glannon*

T Th 1-2:50 p.m.

**[SPN 366a The Heritage of Modernism: Twentieth-Century Spanish Poetry]**

A study of the genre's development from Machado to Gil de Biedma against the background of cultural and historical events that helped to shape it: the Spanish-American War, the emergence of the European avant-garde, the Spanish Civil War, and Franco's dictatorial regime.  
4 credits

## Upper Division Courses in Latin American Literature

A study of Latin American literature through one of four focuses: genre, region, themes, or literary movements. In all four, emphasis



will be placed on such issues as changing political, social, and regional contexts; race, gender, and national identity; and European and North American models.

Each course will be an examination of the different ways in which Latin American literature attempts to define its identity and to produce an autonomous discourse.

Prerequisite for all four courses is SPP 260a and 261b or permission of the instructor. A student may repeat a given number of each course when the topic is also different.

**[SPP 370b Literary Genres in Spanish America]**

Topic for 1989–90: To be announced.  
4 credits

**[SPP 371a Latin American Literature Within a Regional Context]**

Topic for 1989–90: To be announced.  
4 credits

**SPP 372b Themes in Latin American Literature**

Topic for 1988–89: Literature and History. This course will explore the relationship between certain contemporary literary texts and their historical sub-texts. There will be a variety of referential topics (social conditions in Mexico, Jewish immigration in Argentina, Peruvian revolutionaries in Paris are possibilities) and literary registers (from realism to parody).

4 credits

*Marina Kaplan*

M W F 10:40–11:50 a.m.

**SPP 373a Literary Movements and Periods in Latin America**

Topic for 1988–89: *Vanguardia*. A course devoted to the study of poetic practice and theory in the 1920s and 1930s. We will examine the experimental nature of works by Lugones, Borges, Huidobro, Girondo, Paz, Vallejo, Neruda, Palés Matos, among others, with respect to the various aesthetic movements (surrealism, *creacionismo*, *ultraismo*) characteristic of the period.

4 credits

*Angeles Placer*

T 3–4:50 p.m., Th 3–4 p.m.

**SPP 404a Special Studies in Peninsular and Latin American Literatures**

By permission of the department, for senior majors and honors students.

4 credits

**SPP 404b Special Studies in Peninsular and Latin American Literatures**

4 credits

**SPP 424a Special Studies in Language Teaching**

Admission for seniors by permission of the department.

4 credits

**SPP 424b Special Studies in Language Teaching**

4 credits

## The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

**Adviser for the Spanish Major:**

Walter Glannon.

**Adviser for the Latin American Literature Major:** Marina Kaplan.

**Adviser for the Luso-Brazilian Major:**

Charles Cutler.

**Adviser for Study Abroad:** Erna Berndt Kelley.

The S/U grading option is not allowed for courses counting toward the majors.

## Spanish

Basis: SPN 250a and SPN 251b.

Requirements: seven semester courses, in addition to the basis, above the 100 level. Majors must elect 300-level courses from each of the periods (formative, imperial, modern); three of these, one in each period, must be taken in the department at Smith College.

## Latin American Literature

Basis: SPP 260a and SPP 261b.

Requirements: four courses from the following: SPP [370], [371], 372, 373, 404; one course related to Brazil; and three additional courses in the department, such as SPN 220, [SPP 265], [CLT 268], [AAS 238], AAS 239, and courses in Spanish literature.

Students electing this major are strongly urged to elect courses in other departments dealing with Latin America.

## Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

For students interested not only in literature, but in such fields as economics, government, history, sociology, and anthropology.

## Luso-Brazilian Studies

Basis: HST 260a and [263a].

Requirements: two of the following: POR 210, [SPP 265], [AAS 238], AAS 239; five semester courses (at the intermediate or advanced level), to be selected from Afro-American studies, anthropology, art, economics, government, history, or literature, dealing with the Portuguese-speaking world; at least two of the five must be 300-level courses.

## The Minors

Adviser: Same as listed for the majors.

## Spanish Literature

Requirements: five courses in Spanish literature, including SPN 250a and 251b, and two courses at the 300 level.

## Latin American Literature

Requirements: five courses in Latin American literature, including SPP 260a and 261b, and two courses at the 300 level.

## Latin American Area Studies

See Interdepartmental Major and Minor in Latin American Studies.

## Honors

Director for Spanish Literature:  
Walter Glannon.

Director for Latin American Literature:  
Marina Kaplan.

431a Thesis  
8 credits

## Spanish Literature

Requirements: same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

## Latin American Literature

Requirements: same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

## Major and Minor in the Department of Theatre

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### Professor

Leonard Berkman, D.F.A.

### Associate Professors

John D. Hellweg, Ph.D., *Chair*  
Catherine H. Smith, M.A., M.F.A.  
Chezia Thompson-Cager, D.A. (Afro-  
American Studies and Theatre)

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### Assistant Professors

Mark Harrison, M.A.  
\*\*Deborah G. Lubar, B.A.  
Mary Tarantino, M.F.A.  
Kendall, Ph.D.  
Janet Chambers, M.F.A.

### 100a The Art of Theatre Design

An introduction to the elements of scenic, costume, lighting, and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation, and projects as appropriate to the topic. Open to all students but particularly recommended for freshmen and sophomores. Enrollment limited to 15.

4 credits

*Catherine Smith*

M W F 9:20–10:30 a.m.

### [110a Dynamics of Drama]

A lecture/laboratory for both theatre and nontheatre students that explores the components of theatre from script to performance. Works to be studied range from Shakespeare to the present. To be offered in 1989–90.

4 credits

### 198a Theatre and Society: Prehistory to Aphra Behn

Sex, religion, and politics in the theatre: a cross-cultural survey of theatre as an expression of the values of its audience, from the birth of theatre in ritual, to reli-

gious theatre in Japan and Europe, through the Renaissance to theatre as fashionable diversion. How nationalism, ethnicity, gender, sexuality, gods, class, and other social concepts are constructed through playwriting, performance, and presentation.

4 credits

*Kendall*

T Th 3–4:50 p.m.

### 199b Theatre and Society: Kabuki to Global Theatre of 1975

Sex, religion, and politics in the theatre: a cross-cultural survey of theatre as an expression of the values of its audience, from Kabuki through melodrama to realism, anti-realism, and twentieth-century art movements in Europe, Africa, and Japan. How nationalism, ethnicity, gender, sexuality, gods, class, and other social concepts are constructed through playwriting, performance, and presentation.

4 credits

*Kendall*

T Th 9:30–10:50 a.m.

## A. History, Literature, Criticism

### 211b European Drama: From *Commedia* to Chekhov

Innovation and change in European theatre from the Renaissance to the late nineteenth

century. Playwrights to be considered range from Goldoni, Molière, and Buchner to Ibsen, Strindberg, and Chekhov.

4 credits

*John Hellweg*

T Th 11–11:50 a.m.

### 212a Modern European Drama

The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen, Strindberg, and Chekhov to the widespread experimentation of the 1920s: e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, early Brecht. Attendance required at selected performances. Enrollment limited to 90.

4 credits

*Leonard Berkman*

T Th 9:30–10:50 a.m.

### 212b Modern European Drama

Contemporary theatre in Europe from the 1930s to the present. The playwrights to be considered include: later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, and Churchill. Attendance required at selected performances. Enrollment limited to 90.

4 credits

*Leonard Berkman*

T Th 9:30–10:50 a.m.

### 213a American Theatre and Drama

From *Uncle Tom's Cabin* to La Mama: struggles between culture and counterculture on the American stage. An examination of attitudes toward race, gender, class, the family, and the American dream through readings in popular and alternative drama and study of theatre movements.

4 credits

*Kendall*

T Th 1–2:50 p.m.

### 214b Black Theatre

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers, and theatres of the 1950s to the 1980s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings.

4 credits

*Chezia Thompson-Cager*

T Th 1–2:50 p.m.

### AAS 279a West African Theatre: Major Writers

The following advanced courses in History, Literature, Criticism are limited to an enrollment of 20.

#### 300b Women in Theatre

Topic for 1988–89: Proud Heritage, Strong Traditions: An Examination of the Roots of Women's Vision in Theatre. The staging of English-speaking women's dreams, myths, and heroic fantasies, from the precursors of Aphra Behn to Isabella Gregory, reveals a literary tradition surprising for its consistency. This course is part of the spring 1989 women's studies course cluster and requires attendance at several evening lectures. Enrollment limited to 20. P.

4 credits

*Kendall*

T Th 1–2:50 p.m.

#### [312b Theatre Criticism and Theories of the Modern Stage]

Professional playgoing; writing reviews and critical essays; the role of the dramaturge and the reviewer; modern theories of the stage. Attendance at selected plays required. To be offered in 1989–90.

4 credits

#### 314a Masters and Movements in Drama

Topic for 1988–89: Off-off Broadway and Beyond. This course will focus on specific aspects of the changing theatre scene throughout the United States from the early 1960s to the present. To be considered: the development of off-off-Broadway and regional theatre; the impact of popular culture and politics on a new generation of theatre artists; directors such as Chaikin, Wilson, and Akalaitis; writers such as Shepard, Fornes, Terry, and Guare; performance groups such as the Living Theatre, the Open Theatre, Bread and Puppet Theatre, and Mabou Mines; developments in musical theatre; movements such as envi-



ronmental theatre, story theatre, performance art, and new vaudeville.

4 credits

*Mark Harrison*

T Th 9:30–10:50 a.m.

### 314b Masters and Movements in Drama

Topic for 1988–89: Gay and Lesbian Theatre. A survey of the history of gay/lesbian theatre from the Greeks, through Native American ritual, Hrotswitha, Marlowe, Shakespeare, Catharine Trotter, and *shudogoto Kabuki*, to the present. Primary focus will be the depiction of gay and lesbian characters in plays by gays, lesbians, and bisexuals, with secondary emphasis on notable gay and lesbian performers.

4 credits

*Kendall*

T Th 3–4:50 p.m.

### 316a Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include: Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois and Margaret Hollingsworth.

4 credits

*Leonard Berkman*

T Th 11–11:50 a.m.

## B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required *will not* assure course admittance.

### 141a Acting I

Introduction to physical, vocal, and interpretative aspects of performance, with emphasis on creativity, concentration, and

depth of expression. L and P. Four class hours. Informal auditions may be required.

4 credits

*Deborah Lubar*, M W 9:20–11:50 a.m.,

*Mark Harrison*, T Th 1–2:50 p.m.,

*John Hellweg*, T Th 3–4:50 p.m.

### 141b A repetition of 141a.

Introduction to physical, vocal, and interpretative aspects of performance, with emphasis on creativity, concentration, and depth of expression. L and P. Four class hours. Informal auditions may be required.

4 credits

*Mark Harrison*, *Chezia Thompson-Cager*

T Th 1–2:50 p.m.; T Th 3–4:50 p.m.

### [151a Stagecraft]

A study of the construction of scenery and props for the stage. The fundamental methods and techniques of translating the design to the physical stage. Six hours of shop time required weekly. L and P.

4 credits

### 151b A repetition of 151a.

4 credits

*Janet Chambers*

M W 1–2:50 p.m.

### 200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students are assigned to productions as needed the first semester of enrollment, and for any of the subsequent semesters may elect to fulfill course requirements though a wide array of production-related areas. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 19 at 3:15 p.m..

1 credit

*Janet Chambers*

### 200b A repetition of 200a

There will be one general meeting on Monday, February 6 at 3:15 p.m.

1 credit

*Janet Chambers*

To be arranged

**[242a Acting II: Musical Theatre for Actors]**

Application of exercises, improvisations, and textual analysis to the performance of scenes in musical theatre. This course is intended to introduce acting students, with or without musical skills, to musical theatre. Five hours of class projects. Prerequisite: 141a or b. L and P. To be offered in 1989-90.  
4 credits

**242b Acting II: Scene-Strength**

Application of exercises, improvisations, and textual analysis to the performance of scenes. Prerequisite: 141a or b or permission of the instructor. L and P.  
4 credits

*Mark Harrison*

T Th 3-4:50 p.m.

**252a Scene Design I**

A study of the contribution of space and environment to the creation of the world of the play and to the theatre experience as a whole, with emphasis on the creative process of design and skills for design communication. Production work required. L and P.

4 credits

*Janet Chambers*

T Th 3-4:50 p.m.

**252b A repetition of 252a**

4 credits

*Janet Chambers*

T Th 3-4:50 p.m.

**253a Lighting Design I**

The application of the principles of light, color, texture, intensity, and electricity to the stage and introduction to elements of design. Additional hours of production work required for one show. L and P.

4 credits

*Mary Tarantino*

M W F 10:40-11:50 a.m.

**253b A repetition of 253a**

4 credits

*Mary Tarantino*

M W F 10:40-11:50 a.m.

**254a Costume Design I**

The design elements of line, texture, color, and gesture, and application of these elements in designing characters. The history of the fashion silhouette. Introduction to production techniques. Six hours of afternoon production work per week required for one show.

4 credits

*Catherine Smith*

M W F 10:40-11:50 a.m.

**254b A repetition of 254a**

4 credits

*Catherine Smith*

M W F 10:40-11:50 a.m.

**261a Writing for the Theatre**

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required.

4 credits

*Leonard Berkman*

Th 1-2:50 p.m.

**261b A repetition of 261a**

4 credits

*Leonard Berkman*

Th 1-2:50 p.m.

**262a Writing for the Theatre**

Advanced work. Prerequisite: 261a or b. L and P.

4 credits

*Leonard Berkman*

Th 1-2:50 p.m.

**262b A repetition of 262a**

4 credits

*Leonard Berkman*

Th 1-2:50 p.m.

**[342a Acting III]**

Prerequisite: 242a or b. L and P. Six class hours. To be offered in 1989-90.

4 credits

**[343b Acting III]**

Prerequisite: 242a or b. L and P. Six class hours. To be offered in 1989-90.  
4 credits

**344a Directing**

The history and theory of directing and application of directing techniques in exercises and scene work. Prerequisites: one acting and one design/technical course.

L and P.  
4 credits

*Deborah Lubar*  
M W 1-4 p.m.

**[344b] A repetition of 344a**

4 credits

**[345a Advanced Directing]**

Directorial analysis of plays projected through staging and characterization; independent projects. Prerequisite: 344a or b. L and P. To be offered in 1989-90.

4 credits

**[345b] A repetition of 345a**

4 credits

**352a Scene Design II**

An advanced study in scene design emphasizing the research, development, communication, and implementation of the design idea. Production work required. L and P.

4 credits  
*Janet Chambers*  
M W 1-2:50 p.m.

**[352b] A repetition of 352a**

To be offered in 1989-90.  
4 credits

**353a Lighting Design II**

A study of lighting design through exploration of different types of stage spaces both in project-on-paper work and in realized designs. Design analysis and lighting orchestrations for several plays. Production work required. Prerequisite: 253a or b or P.

4 credits  
*Mary Tarantino*  
T Th 1-2:50 p.m.

**353b A repetition of 353a**

4 credits  
*Mary Tarantino*  
T Th 1-2:50 p.m.

**354b Costume Design II**

The integration of the design elements of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, construction techniques, and rendering. Eight hours of afternoon production work per week. Prerequisites: 254a or b and P.

4 credits  
*Catherine Smith*  
M W F 9:20-10:30 a.m.

**404a Special Studies**

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

4 credits

**404b Special Studies**

4 credits

**Dance** (See Dance Department also.)

**The Major**

**Advisers:** Members of the Department.

**Adviser for Study Abroad:** Mark Harrison.

**Basis:** 198a and 199b.

**Requirements:** ten semester courses, including the following:

1. 198a and 199b as the basis.
2. Three courses from Division A: History, Literature, Criticism.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or dance course (141a or b or a studio dance course); one design or technical course (151a or b or 252a or b or 253a or b or 254a or b); one directing, choreography, or play-writing course (344a or b, 261a or b, or DAN 353b).

4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: 198a and 199b; DAN 151a or b; DAN 171a, [272a]; one from dramatic literature; one from design or technical theatre; DAN 252b, 353b, and 377a.

Students with a dance emphasis should consult with dance faculty in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music history in their programs. Other courses recommended by the department include ENG 222a, 222b, 372b; [RUS 236b].

## The Minor

**Advisers:** Members of the Department.

**Requirements:** six courses.

**Basis:** 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a) History, Literature, Criticism;
- b) Acting, Dance, Choreography, Directing, or Playwriting; and
- c) Costume, Lighting, or Scene Design.

## Honors

**Director:** Leonard Berkman.

**430d Thesis**

8 credits

**431a Thesis**

8 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
  - a) a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
  - b) a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

## Graduate

**Adviser:** Kendall.



### 580a Special Studies

4 credits

*Members of the Department*

### 580b Special Studies

4 credits

*Members of the Department*

### 590a Research and Thesis Production Project

4 credits

*Leonard Berkman, John Hellweg, Mark Harrison, Kendall, Deborah Lubar, Chezia Thompson-Cager*

### 590b Research and Thesis Production Project

4 credits

*Leonard Berkman, John Hellweg, Mark Harrison, Kendall, Chezia Thompson-Cager*

By permission of the instructor and the chair of the department, the following graduate courses are open to qualified seniors:

### 512a Advanced Studies in Acting, Speech, and Movement

4 credits

*Mark Harrison, Deborah Lubar, John Hellweg*

### 512b Advanced Studies in Acting, Speech, and Movement

4 credits

*Mark Harrison, John Hellweg*

### 513a Advanced Studies in Design

4 credits

#### A. Scene Design

*Janet Chambers*

#### B. Lighting Design

*Mary Tarantino*

#### C. Costume Design and Cutting

*Catherine Smith*

#### D. Technical Production

*Janet Chambers*

### 515a Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting

4 credits

*Leonard Berkman, John Hellweg, Kendall, Deborah Lubar, Chezia Thompson-Cager*

### 515b A repetition of 515a

4 credits

*Leonard Berkman, John Hellweg, Kendall, Chezia Thompson-Cager*

### 513b A repetition of 513a

4 credits

# Interdepartmental Minor in Third World Development Studies

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## Advisers

Elizabeth Hopkins, Professor of Sociology and Anthropology, *Co-Director*  
 \*Nola Reinhardt, Associate Professor of Economics, *Co-Director*  
 Ann Zulawski, Assistant Professor of History and of Latin American Studies  
 Donna Robinson Divine, Professor of Government

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Third World development studies, a multi-disciplinary social science program, explores the transformation of Latin American, African, Middle Eastern, and Asian societies since the sixteenth century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history, and political science while ensuring that the student has a sustained familiarity with one geographical region. Courses are drawn from the departments of economics, government, history, and sociology and anthropology.

Requirements: six semester courses with at least one, but no more than two, courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration, such as Africa, Asia, Latin America, or the Middle East. See departmental and program listings for course prerequisites.

## Anthropology

- 130a Introduction to Cultural Anthropology
- 130b A repetition of 130a
- 231b Africa: A Continent in Crisis
- 232a Politics in Non-Western Societies

- 236a Economic Anthropology
- 237b Native South Americans: Conquest and Development
- [241b Development and Threatened Cultures]
- 340b Seminar: The Dynamics of Change: Traditional Identity and Modernization in the Third World

## Economics

- 209a Comparative Economic Systems
- 211a Economic Development
- [213b The World Food System]
- [214a The Economics of the Middle East and North Africa]
- [309b Seminar: Topics in Comparative Economic Systems]
- 311a Seminar: Topics in Economic Development
- 318b Seminar: Latin American Economics

## Government

- 223b Governments and Politics of the Middle East and North Africa
- 224a Latin American Political Systems
- [225a Government and Politics of Sub-Saharan Africa]
- 228b Government and Politics of China
- 229b Government and Plural Societies
- [231a Problems in Political Development]
- 248a The Arab-Israeli Dispute
- [320a Seminar in Comparative Government: Power and Politics in Africa]

- 321a Seminar in Comparative Government: Kinship and Politics in Middle Eastern Societies
- 324a Seminar in Comparative Government: Technology, Gender, and Public Policy in Latin America

## History

- 208b Islamic Civilization since the Fifteenth Century
- 212a East Asia in Transformation, A.D. 900–1850
- 240b Tradition and Change in Russian and Soviet History, 1801–Present
- 258a Twentieth-Century Africa: A Modern History
- 260a Colonial Latin America, 1492–1821
- 261b National Latin America, 1821–Present
- [263a Continuity and Change in Spanish America and Brazil]
- [307b Seminar: Problems in the History of the Islamic Middle East]
- 317a Topics in Chinese History
- 340b Topics in Russian History
- [361b Seminar: Problems in the History of Spanish America and Brazil]

## Interdepartmental

### Latin American Studies

- 100a Perspectives on Latin America

## Interdepartmental Minor in Urban Studies

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### Advisers

Martha Ackelsberg, Professor of Government  
 Randall Bartlett, Professor of Economics, *Director*  
 Richard Fantasia, Assistant Professor of Sociology and Anthropology  
 Nicholas Paley, Assistant Professor of Education and Child Study  
 Helen Searing, Professor of Art

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The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other campuses in the five colleges may be included in the minor, with the approval of one of the advisers.

### Afro-American Studies:

- 278a The Sixties in America: Conflict, Confrontation, and Concession]
- 277a The Jazz Age

### American Studies:

- 220a City Planning in America, Ideal and Reality

### Anthropology:

- 246b Urban Anthropology

### Art:

- 202b History of City Planning and Landscape Design
- 205a Great Cities
- 215b Ancient Cities and Sanctuaries
- 257b American Architecture and Urbanism
- [258a Architecture of the Twentieth Century]
- [290a Colloquium: Architectural Studies]

### Economics:

- 230b Urban Economics

### Education:

- 200b Education in the City

### English:

- 248b American Literature from 1865 to 1914

### Government:

- 204a Urban Politics
- [209a Studies in Local Government]
- [310b Seminar in Urban Politics]

### Sociology:

- 218a Urban Sociology
- 213b Ethnic Minorities in America



## Interdepartmental Major and Minor in Women's Studies

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### Members of the Women's Studies Program Committee for 1988-89

Martha Ackelsberg, Professor of Government, *Chair and Director*

\*\*Raphael Atlas, Assistant Professor of Music

Robert Currier, Assistant Professor of Mathematics

Robert Davis, Assistant Professor of German Language and Literature

Martine Gantrel, Assistant Professor of French Language and Literature

Elizabeth Harries, Associate Professor of English Language and Literature and of  
Comparative Literature

Ruth Harris, Associate Professor of History

Ann Jones, Associate Professor of Comparative Literature

Kendall, Assistant Professor of Theatre

Deborah Linderman, Assistant Professor of English Language and Literature and of Film  
Studies

Frédérique Marglin, Associate Professor of Anthropology

Barbara Reinhold, Director of the Career Development Office and Adjunct Associate  
Professor of Psychology

Patricia Sipe, Assistant Professor of Mathematics

Ruth Solie, Professor of Music

\*\*Elizabeth Spelman, Associate Professor of Philosophy

Over 20 courses that focus on women's experience are offered each year by separate departments including, in the second semester, a cluster of four courses that are coordinated through a lecture-discussion series on an interdisciplinary theme. The courses to be included in the spring 1989 course cluster, "Women's Nature, Women's Place," are ANT 244b *The Cross-Cultural Construction of Gender*, GER 288b *History and Literature of the Two Germanys*, HST 253b *Women's History in Nineteenth-Century Europe*, and THE 300b *Women in Theatre*. Each course will require attendance at several Monday evening lectures during the semester. To participate in the cluster a student may enroll in any one of the courses.

**Director:** the chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

### Goals for the Women's Studies Major

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences, and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

## Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the advanced level) from a list compiled by the program committee each year. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated *component courses* in which the study of women or gender is a substantial issue or unit of study.

## Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of **at least three disciplines** and will normally include courses from **more than one division** of the college.
2. Her distribution of courses should also enable a student to understand the differences in women's experience by including one or more courses that focus on **questions of race, class, or a culture other than that of the United States**.
3. A student will participate at least once in the **interdisciplinary course cluster on women's experience** (offered each spring semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields.
4. A student will focus her study by taking at least three courses in one of three concentrations:
  - a) *politics and society* (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, public policy);
  - b) *values and meaning* (including, among others, courses in Afro-Ameri-

can studies, anthropology, art, history, literature, philosophy, religion, and theatre) and

- c) *cross-cultural studies* (including, courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and Third-World development studies that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

5. With her adviser, a student will complete a **statement reflecting on the interconnections between the courses in her major**, the questions addressed, and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

## Advising

Members of the Women's Studies Program Committee will serve as advisers for the major in women's studies.

## Honors

A student may honor in women's studies by completing an eight credit thesis, as two of the 10 semester courses in the major, in addition to fulfilling the general requirements. Eligibility of students for honors work, supervision of and evaluation of the thesis are determined by the Women's Studies Program Committee.

### 431a Thesis 8 credits

## The Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six *core courses*. Her

selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences in women's experience by including courses that focus on questions of race, class, and a culture other than that of the United States. Ordinarily a student completing the minor will have participated in the interdepartmental spring course cluster on women's experience (see description above).

With her adviser, a student electing the minor will identify the organizing questions that govern her selection of courses and the appropriate methodologies for answering these questions. In addition, she will develop and review with her adviser each semester a rationale to demonstrate how her selection of courses fulfills the distribution criteria outlined here.

Each year the program committee solicits the faculty to propose women-focused and component courses to be included in the major and minor and will assist faculty members in developing them.

Approved courses for 1988-89:

#### Core Courses:

##### AAS 212a Culture and Class in the Afro-American Family

*Adrienne Andrews*  
T Th 9:30-10:50 a.m.

##### AAS 326b The Sociocultural Development of the Afro-American Woman

*Adrienne Andrews*  
T Th 9:30-10:50 a.m.

##### ANT 235a Ritual and Myth

*Frédérique Marglin*  
T 1-2:50 p.m., Th 1-2 p.m.

##### ANT 244b The Cross-Cultural Construction of Gender

*Frédérique Marglin*  
W 2:10-4 p.m., Th 2-2:50 p.m.

This course is part of the Spring 1989 Course Cluster "Women's Place, Women's Nature" and requires attendance at several Monday evening lectures.

##### CLT 272a Women Writing: Twentieth-Century Fiction

*Leyla Ezdinli*  
M W F 1-2 p.m.

##### ENG 264a American Women Poets

*Judith Hemschemeyer*  
T Th 9:30-10:50 a.m.

##### ENG 340b Topics in English Romanticism

Topic for 1988-89: Women in Romantic Literature  
*Patricia Skarda*  
T 3-4:50 p.m.

##### FRN 230a Readings in Modern Literature B. Women Writers of Quebec

*Denise Rochat*  
M W F 10:40-11:50 a.m.

##### GOV 324a Seminar in Comparative Government

Topic for 1988-89: Technology, Gender, and Public Policy in Latin America.  
*Susan Bourque*  
T 1-2:50 p.m.

##### GOV 364a Seminar in Political Theory: Feminist Theory

*Martha Ackelsberg*  
W 7:30-9:30 p.m.

##### HST 253b Women's History in Nineteenth-Century Europe

*Ruth Harris*  
T Th 9:30-10:50 a.m.  
Enrollment limited to 20. This course is part of the Spring 1989 Course Cluster "Women's Place, Women's Nature" and requires attendance at several Monday evening lectures.



**HST 278b History of Women in the U.S., 1865 to the Present**

*Helen Lefkowitz Horowitz*  
T Th 9:30-10:50 a.m.

**HST 383a Research in Women's History: The Sophia Smith Collection**

Topic for 1988-89: American Women in the Era of Enfranchisement, 1869-1920.

*Susan Grigg*  
Th 3-4:50 p.m.

**JUD 224b Introduction to Rabbinic Texts**

Topic for 1988-89: Women in Rabbinic Literature.

*Howard Adelman*  
M W F 2:10-3 p.m.

**PHI 240a Philosophy and Women**

*Elizabeth Spelman*  
T Th 3-4:50 p.m.

**PSY 266b Psychology of Women**

*To be announced*

**SPP 363a Contemporary Women Novelists of Spain**

*Reyes Lázaro*  
M W F 9:20-10:30 a.m.

**THE 300b Women in Theatre**

Topic for 1988-89: Proud Heritage, Strong Traditions: An Examination of the Roots of Women's Vision in Theatre.

*Kendall*  
T Th 1-2:50 p.m.  
Enrollment limited to 20. Permission of the instructor required. This course is part of the Spring 1989 Course Cluster "Women's Place, Women's Nature" and requires attendance at several Monday evening lectures.

**Component Courses:**

**AAS 227a The Jazz Age**

*To be announced*

**CLT 223b The Written Self: Forms of Autobiography**

*Ann Jones*  
T Th 3-4:50 p.m.

**CLT 259b Realism**

*Gertraud Gutzmann*  
T 1-2:50 p.m., Th 1-1:50 p.m.; Th 2-2:50 p.m.  
at the option of the student.

**CLT 300a Proseminar: Contemporary Literary Theory**

*Ann Jones*  
T Th 3-4:50 p.m.

**ENG 246a American Literature from 1820 to 1865**

*Richard Millington*  
M W F 9:20-10:30 a.m.

**ENG 248b American Literature from 1865 to 1914**

*Richard Millington*  
M W F 10:40-11:50 a.m.

**ENG 286b Reading and Writing Autobiography**

*Joan Garrett-Goodyear*  
T 3-4:50 p.m.

**GER 288b History and Literature of the Two Germanys: 1945 to the Present**

*Gertraud Gutzmann*  
T Th 9:30-10:50 a.m.  
This course is part of the Spring 1989 Course Cluster "Women's Place, Women's Nature" and requires attendance at several Monday evening lectures.

**GER 351b Seminar in German Studies**

Topic for 1988-89: Berlin in German Literature.  
*Gertraud Gutzmann*  
W 7-9:30 p.m.

**GOV 204a Urban Politics**

*Martha Ackelsberg*  
T Th 9:30-10:50 a.m.

**GOV 205b Political Participation**

*Martha Ackelsberg*  
T Th 9:30-10:50 a.m.

**HST 272a U.S. Social History, 1815-1890**

*Neal Salisbury*  
T Th 9:30-10:50 a.m.



**PHI 235a** Morality, Politics, and the Law  
*Elizabeth Spelman*  
 T Th 9:30-10:50 a.m.

**PSY 243a** Adult Development  
*Diedrick Snoek*  
 T Th 1-2:50 p.m.

**PSY 340b** Seminar in Gender and the Life Course  
*Diedrick Snoek*  
 W 7:30-9:30 p.m.

**SOC 212b** Class and Society  
*Richard Fantasia*  
 M W 10:40-11:50 a.m.

**SOC 219a** Medical Sociology  
*Catherine Riessman*  
 W 1-3 p.m., F 2:10-3 p.m.

**THE 198a** Theatre and Society:  
 Pre-history to Aphra Behn  
*Kendall*  
 T Th 3-4:50 p.m.

**THE 199b** Theatre and Society: Kabuki  
 to Global Theatre of 1975  
*Kendall*  
 T Th 9:30-10:50 a.m.

**THE 213a** American Theatre and Drama  
*Kendall*  
 T Th 1-2:50 p.m.

**THE 314b** Masters and Movements in  
 Drama  
 Topic for 1988-89: Gay and Lesbian Theatre.  
*Kendall*  
 T Th 3-4:50 p.m.

**Bracketed Courses (to be offered  
 again in 1989-90)**

**Core Courses:**

[AMS 220 Women's Culture]  
*Susan Van Dyne*

[CLT 268 Latina and Latin American  
 Women Writers]  
*Nancy Sternbach*

[ECO 222b Women's Labor and the  
 Economy]

[EDC 323 Women's Personal and  
 Professional Dilemmas]  
*Sue Freeman*

[ENG 378 Feminist Literary Theory]  
*Susan Van Dyne*

[FLS 349b Women and Cinematic  
 Representation]

[FRN 330 Modern French Civilization:  
 Topic Women's Lives]  
*Martine Gantrel*

[GER 227 Twentieth Century German  
 Women Writers]  
*Gertraud Gutzmann*

[ITL 343 Italian Women Writers of the  
 Twentieth Century]  
*Margherita Dinale*

[MUS 101 Women Composing]  
*Ruth Solie*

[PHI 305 Topics in Feminist Theory]  
*Elizabeth Spelman*

[PSY 366b Seminar: Topics in the  
 Psychology of Women]

[REL 330b Seminar: Historical Theology]  
 Topic for 1989-90: Feminine Myths, Images,  
 and Symbols.

**Component Courses:**

[GOV 231 Problems in Political  
 Development]  
*Susan Bourque, Donna Robinson Divine*

[GOV 261 Problems in Democratic  
 Thought]  
*Philip Green*

[ITL 338 The Italian Novel of the  
Nineteenth Century]

*Margherita Dinale*

[REL 232 Western Christian Thought and  
Practice (1100-1800)]

*Jean Higgins*

## Interdepartmental and Extradepartmental Course Offerings

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### Lecturer in General Literature

Susan Skulsky, M.A.

### Assistant in the Social Sciences

Molly Jahnige Robinson, M.A.

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#### [ARA 100a Elementary Arabic]

Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking; some elements of colloquial speech. Daily written assignments and recitations; frequent quizzes and exams; final. To be offered in 1989–90.

4 credits

*Adnan Haydar (UMass)*

#### [ARA 101b Elementary Arabic]

A continuation of 101a. To be offered in 1989–90.

Prerequisite: 100a. (E)

4 credits

*Adnan Haydar (UMass)*

#### GLT 291d A Survey of Selected European Masterpieces from Homer to Tolstoy

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles, and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*; Shakespeare's *Antony and Cleopatra* and *The Tempest*; Cervantes' *Don Quixote*; De Lafayette's *The Princesse de Clèves*; Goethe's *Faust*; Austen's *Persuasion*; Tolstoy's *War and Peace*.

8 credits

*Ann Jones, (Comparative Literature) Director (first semester);*

*Ronald Macdonald, (English Language and Literature) Director (second semester).*

Lec. W 2:10 p.m.; sections as below:

First semester:

M W F 8:20–9:10 a.m., *Susan Skulsky*

M W F 9:20–10:30 a.m., *Margaret Shook (English Language and Literature)*

M W F 10:40–11:50 a.m., *Ann Philbrick (French Language and Literature)*

M W F 1–2 p.m., *Joan Bramwell (English Language and Literature)*

T Th 9:30–10:50 a.m., *Nancy Shumate (Classical Languages and Literatures)*

T Th 9:30–10:50 a.m., *Susan Skulsky*

T Th 1–2:50 p.m., *Ann Jones (Comparative Literature)*

Second semester:

M W F 8–9:10 a.m., *Nancy Bradbury (English Language and Literature)*

M W F 9:20–10:30 a.m., *Maria Banerjee (Russian Language and Literature)*

M W F 10:40–11:50 a.m., *Ann Philbrick (French Language and Literature)*

M W F 1–2 p.m., *Nancy Bradbury (English Language and Literature)*

T Th 9:30–10:50 a.m., *Tbalia Pandiri (Classical Languages and Literatures and Comparative Literature)*

T Th 9:30–10:50 a.m., *Ronald R. Macdonald (English Language and Literature)*

T Th 1–2:50 p.m., *Ann Jones (Comparative Literature)*

#### HWI 150a A History of Western Ideas

An introduction to some of the basic texts of Western civilization. The texts—philosophical, literary, theological, and political—will be related to their general historical settings, but primary emphasis will be placed on discussion of their continuing importance in our lives and our self-perception. First semester will cover Western reflective thinking from the Greek and Hebraic beginnings through the eighteenth century.

4 credits

*John Connolly (Philosophy), Quentin Quesnell (Religion and Biblical Literature)*  
M W F 8:10–9:10 a.m.

**HWI 151b A History of Western Ideas**  
A continuation of 150a. Examines the forms and directions of change in nineteenth- and twentieth-century intellectual culture. Prerequisite: 150a.

4 credits

*Eric Reeves (English Language and Literature)*  
M W F 8:20–9:10 a.m.

**IDP 326a Patronage of Music in Renaissance and Early Modern Europe**  
An interdisciplinary seminar on the role of music and the status of musicians at the princely courts and in the cities of the later Middle Ages and the Renaissance. The effect of the Protestant and Catholic reformations on church music. Attention to the relation between musicians and their patrons and to changes in the social and economic status of artists from the early fifteenth to the early seventeenth centuries. Prerequisite: one course in European history between 1400 and 1600 at the college level. A knowledge of musical notation and theory, while helpful, is not required.

4 credits

*Richard Sherr (Music) and Joachim Stieber (History)*  
T 3–4:50 p.m.

**PWS 200b Peace and War in the Nuclear Age: An Interdisciplinary Approach**  
An inquiry into the nature and causes of contemporary war and the conditions of peace from a series of disciplinary approaches. Examination of the empirical foundations and consequences of war from the perspectives of the natural and social sciences. Not open to freshmen.

4 credits

*Thomas Derr (Religion and Biblical Literature), Director; John Bettyon (Religion and Biblical Literature); Peter Roue (Government); Malgorzata Zielinska-Pfabé (Physics); Stylianos Scordilis (Biological Sciences); Fletcher Blanchard (Psychology).*

*Thomas Riddell (Economics); Deborah Libar (Theatre), and others.*  
M W F 10:40–11:50 a.m.

**PPY 209b Philosophy and History of Psychology**

An examination of the philosophical roots of issues in psychology, such as determinism, consciousness, and the relationship of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology.

4 credits

*Peter Pufall (Psychology)*  
T Th 9:30–10:50 a.m.

**PPY 221b Language**

Consideration of the following aspects of human language: its evolution and uniqueness among animal communication systems, the innateness controversy and language acquisition, the psychological reality of linguistic structures, language-processing models, and the representation of language in the brain.

4 credits

*Jill de Villiers (Psychology and Philosophy)*  
T 3–4:50 p.m., Th 3–4 p.m.

**SSC 190a Introduction to Statistics for Social Scientists**

The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference, including hypothesis testing. Topics include elementary sampling, probability, sampling distributions, association, correlation, and regression. Emphasis in economic applications.

4 credits

*Robert Buchele (Economics), Molly Robinson*

Lec. T Th 9:30–10:50 a.m.; Sect. T 1–2:50 p.m.; T 3–4:50 p.m.; W 2:10–4 p.m.

**SSC 190b A repetition of 190a**

4 credits

*Robert Buchele (Economics), Molly Robinson*

Lec. T Th 9:30–10:50 a.m.; Sect. T 1–2:50 p.m.; T 3–4:50 p.m.; W 2:10–4 p.m.



## Five College Course Offerings by Five College Faculty

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**Cornell W. Coley**, Visiting Lecturer in  
Dance (at Smith College Under the Five  
College Program)

First Semester:

**Hampshire: Dance 103**

**Ethnic: Afro-Brazilian Dance**

The dance material covered will be Capoeira (a martial arts dance/sport), Samba (national dance of Brazil) and Candomblé (a religious dance form). The class will incorporate lecture material, outside reading, film and video. Students will learn about and have opportunity to use authentic Brazilian instruments.  
F 1-4 p.m.

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**Mohammed Mossa Jiyad**, Assistant Profes-  
sor of Arabic (at the University of Massachu-  
setts Under the Five College Program)

First Semester:

**Mount Holyoke: Asian 130f**  
**Elementary Arabic I**

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Elementary Modern Standard Arabic I*. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

[Amherst: Asian Languages and Literatures 9  
Elementary Arabic I]  
Same as Mount Holyoke Asian 130f

[UMass: Arabic 226  
**Elementary Arabic II**]

Lecture, class recitation, extensive use of language lab. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: *Elementary Modern Standard Arabic II*. Prerequisite: Arabic 126, 146, or permission of the instructor.

**UMass: Arabic 326**  
**Intermediate Arabic**

Lecture, recitation; introduction to defective verbs. Reading from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: *Intermediate Modern Standard Arabic I, II, and III*. Prerequisite: Arabic 126, 146, 226, 246, or permission of the instructor.  
By arrangement

[UMass: Near Eastern 396  
**Independent Study in Arabic Language and Culture**]  
By arrangement

**Hampshire: FL 105**  
**Elementary Arabic I**  
Same as Mount Holyoke Asian 130f.  
To be arranged

Second Semester:

[Amherst: Asian 10  
**Elementary Arabic I**]  
Continuation of Asian 9 first semester. Pre-  
requisite: Asian 9, 130 (Mount Holyoke), or  
permission of the instructor.

**Mount Holyoke: Asian 131s**  
**Elementary Arabic I**

Continuation of Asian 130. Prerequisite: 130 or permission of the instructor.  
 To be arranged

**[UMass: Arabic 246**  
**Elementary Arabic II]**

Continuation of Arabic 226. Prerequisite: 226 or permission of the instructor.

**UMass: Arabic 346**  
**Intermediate Arabic**

Continuation of Arabic 326. Prerequisite: 326 or permission of the instructor.  
 By arrangement

**Hampshire: FL 106**  
**Elementary Arabic I**  
 Continuation of 105.

**Michael T. Klare**, Associate Professor of Peace and World Security Studies (at Hampshire College Under the Five College Program)

**First Semester:**

**Amherst: Political Science 55**  
**Seminar on the Politics of International Security**

A study of contemporary international relations with particular emphasis on problems of war and peace, arms control and disarmament, superpower conflict and cooperation, international mediation and peacekeeping, and regional strife. In 1988, the focus will be on conventional forces, regional conflict, and non-nuclear arms control. In the wake of the INF treaty signed by Messrs. Reagan and Gorbachev in 1987, military strategists in both East and West are paying much more attention to non-nuclear, "conventional" conflicts. Many analysts believe that 1990s will be characterized by an increased incidence of such conflict, particularly in the Third World. These trends will receive close examination

in this course, as will various proposals for the control and prevention of non-nuclear combat. Topic areas will include: the conventional military balance in Europe; the impact of "E.T." (emerging technologies); conventional arms on the European battle field; the talks on conventional force reductions in Europe; U.S.-Soviet conflict and cooperation in the Third World; regional conflict, terrorism, and "low-intensity warfare"; and the international arms trade. Students will be required to read and discuss selected works on these topics, and to prepare a research paper on a particular problem in this field.

**Second Semester:**

**Mount Holyoke: Politics 311s**  
**Principles and Methods of Peace and Conflict Research**

An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student research projects. Intended to expose students to the basic documents and sources used in advanced study of international peace and security issues. Will begin with selected readings on the international war/peace system, and proceed to close examination of basic research guides and sources. Students will prepare a major research paper during the course of the semester. Prerequisite: 8 credits in politics including 203, or permission of the instructor. One two-hour meeting per week.

**Hampshire: Social Science 174**  
**War, Revolution, and Peace**

An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies. Will examine the entire "spectrum of conflict," stretching from guerrilla war and "low-intensity warfare" in the Third World to all-out

conventional conflict in Europe and inter-continental nuclear war. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, will look at both traditional means of "arms control" as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. Will make extensive use of films, video, and simulations; students will be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security Studies. Students will be required to participate in discussion sessions and to write several short papers. First- and second-year students only. Maximum enrollment: 40.  
M W 1-3 p.m.

[Hampshire: **Social Science 340**  
**Seminar on Current Problems in Peace and Conflict Studies**]

An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work or graduate study in the field. Will focus particularly on policy issues of current national and international interest: developments in nuclear weapons and nuclear arms control, "low-intensity conflict" and guerrilla warfare in the Third World, conventional weapons and the international arms trade, and U.S.-Soviet relations. Will also include consideration of research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies. Maximum enrollment: 25.  
W 3-5:30 p.m.

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**Anthony Lake**, Professor in International Relations (at Mount Holyoke College Under the Five College Program)

First Semester:

[Mount Holyoke: **International Relations 300**

**The Vietnam War**]

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.  
W 2-4 p.m.

[UMass: **Political Science 255**

**Case Studies in American Foreign Policy**]

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah of Iran, and recent arms control negotiations. The bureaucratic and political pressures that framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

T Th 2:30-3:45 p.m.

Amherst: **Political Science 30f**

**The Vietnam War**

Same as Mount Holyoke International Relations 300.

T Th 10-11:30 a.m.

Mount Holyoke: **International Relations 273f**

**Case Studies in American Foreign Policy**

Same as UMass Political Science 255.

T Th 1-2:15 p.m.

Second Semester:

[Smith: **Government 243b**

**Case Studies in American Foreign Policy**]

Same as UMass Political Science 255.

4 credits



**Mount Holyoke: International Relations 312s**

**Third World Revolutions**

An examination of the purposes, causes, and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social, and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined. Enrollment limited.

**Hampshire: Social Science 293**

**The Vietnam War**

Same as Mount Holyoke International Relations 300.

T Th 10:30 a.m.

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**Mary Ann Lyman**, Assistant Professor of French (at the University of Massachusetts Under the Five College Program) and Director, Five College Foreign Language Resource Center

Courses to be announced.

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**E. Jefferson Murphy**, Professor of African Studies (at Smith College Under the Five College Program)

First Semester:

**Smith: Afro-American Studies 287a**

**History of Africa to the European Contact**

A survey of African cultural, economic and political development from pre-history to the time of substantial European contact. Using an ethnohistorical approach, the course surveys African cultures and migrations from 6000 B.C. to A.D. 1500; the development of economic and political systems in response to the continent's diverse environments; and the notable states and empires of the Nile Valley, the West African Sudan, the West African forests, central and

southern Africa, the Swahili coast, and the interlacustrine region of East Africa.

M W F 10:40–11:50 a.m.

**Smith: History 258a**

**Twentieth Century Africa: A Modern History**

This is a general survey of the African continent from a historical perspective, covering the period from the colonial conquest to the present. It is based on lectures and discussion, with an infusion of films and videotapes including several of the Ali Mazrui productions, *The Africans*.

M W F 2:10–3 p.m.

**UMass: Afro-Am 297J**

**Twentieth Century Africa: A Modern History**

Same as History 258a at Smith.

W 7–9 p.m.

**UMass: History 595A**

**History of Africa to the European Contact**

Same as Afro-American Studies 287a at Smith.

T Th 9:30–10:45 a.m.

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**Paulette M. Peckol**, Assistant Professor of Coastal and Marine Sciences (at Smith College Under the Five College Program)

First Semester:

**[Hampshire: Natural Science 288**

**Geology and Ecology of the New England Coast]**

This course considers the surficial geology and intertidal/nearshore ecology of the New England coast from Cape Cod to Southern Maine. Ecological topics will include patterns and processes of intertidal communities, food web relationships between salt marshes and coastal productivity, and physiological adaptation to estuarine and oceanic conditions. Geological studies emphasize: the glacial history of Cape Cod, the effects of sea-level rise and nearshore processes affecting bedrock, till, and outwash deposits on the New England



coast, and sedimentological and ecological factors governing the development of Barnstable, Massachusetts, salt marsh. Co-taught with J.B. Reid and C. D'Avanzo.

**Smith: Biological Sciences 226a**

**Marine Ecology**

Course considers patterns and processes of marine habitats (e.g., rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. This is an intermediate-level course requiring background in biological sciences or oceanography.

4 credits

Lec. (at UMass) T Th 9:30–10:45 a.m.; lab (at Smith) M 1–4 p.m. or T 1–4 p.m. plus two weekend field trips.

**UMass: Botany 397a**

**Marine Ecology**

Same as Smith Biological Sciences 226a, except no laboratory.

3 credits

Lec. T Th 9:30–10:45 a.m.

Second Semester:

**[Mount Holyoke: Biological Sciences 225s**

**Marine Biology]**

Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. Requirements for this course include extensive reading outside of class in addition to a term paper. Prerequisite: Biological Sciences D-100 or other introductory biology course.

**Pearl Primus**, Artist in Residence (at the University of Massachusetts Under the Five College Program)

First Semester:

**Smith: Dance 377a**

**Advanced Studies in History and**

**Aesthetics of Dance** Topic for 1988–89:

Dance and the Life Crises.

Dances of birth, childhood, initiation, engagement, marriage, and death among the indigenous peoples of Africa, South America, the Caribbean Islands, and North America.

W 7–10 p.m.

Second Semester:

**UMass: Afro-Am 254**

**Introduction to African Studies**

Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from prehistory to contemporary times. Political development and processes, the arts, ethnography, social structures, economies. Co-taught with Josephus V. Richards.

W 7–9:30 p.m.

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**J. Michael Rhodes**, Professor of Analytical Geochemistry (at the University of Massachusetts Under the Five College Program)

First Semester:

**[UMass: Geology 591G**

**Analytical Geochemistry]**

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis, and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error, and the role that they play

in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited.

**UMass: Geology 591M**

**Geochemistry of Magmatic Processes**

Geochemical aspects of the formation and evolution of the earth's mantle and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundance and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry.

To be arranged

Second Semester:

**UMass: Geology 512**

**X-ray Fluorescence Analysis**

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Enrollment limited.

To be arranged

**\*UMass: Geology 591V**

**Volcanology**

A systemic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective. Petrology recommended. Enrollment limited.

To be arranged

\*Institutional location of class may be changed, depending on enrollment

**Kevin M. Sweeney**, Assistant Professor of American Studies (at Smith College Under the Five College Program)

First Semester:

**Smith: American Studies 302a**

**Seminar: The Material Culture of New England, 1630–1830**

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) of New England's history. Transportation from Smith College to Deerfield is provided. Permission of the instructor is required.

Enrollment limited to 12.

4 credits

M 2–4 p.m.

Second Semester:

**[Mount Holyoke: History 275s**

**American Forms and Values: The Material Culture of American Homes, 1620–1920]**

Using artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture and artifacts in America from the period of English settlement to the progressive era. The course will provide an introduction to the study of material culture and a survey of American decorative arts. Field trips to Historic Deerfield; Hartford, Connecticut; and other sites in the area will form an integral part of the course

**UMass: History 497**

**Materials for a Cultural History of the Connecticut River Valley**

The course provides an interdisciplinary examination of the creation and transformation of cultural patterns in the towns

along the Connecticut River during the seventeenth, eighteenth, and nineteenth centuries. Issues of methodology and interpretation will be examined by looking at the work of architectural historians, anthropologists, and historical geographers as well as economic, intellectual, political and social historians. Students will also be introduced to primary documentary, visual, and artificial sources for the historical study of the region. Some class meetings in Deerfield. Permission of the instructor is required. Enrollment limited to 15.

4 credits

W 2-5 p.m.

## Five College Certificate in African Studies

The Five College Certificate in African Studies offers an opportunity for students to pursue an interest in African studies as a complement to their majors.

Minimum course requirements (minimum of three credits each):

1. One course providing an introductory historical perspective that surveys the entire African continent;
2. One course on Africa in the social sciences;
3. One course on Africa in the fine arts and humanities;
4. Three more courses on Africa, each in a different department, chosen from history, the social sciences, education, and the fine arts and humanities.

Other requirements:

1. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese, or Arabic);
2. No more than two courses in any one department may be counted toward the minimum requirement;
3. With the approval of the student's certificate program adviser, not more than two relevant courses taken at schools other than the five colleges may be counted toward the minimum requirement;
4. Students must receive a grade of B or better in every course that qualifies for the minimum requirement;
5. Students are encouraged to complete their certificate program studies with an independent study course that gives their course work up to that point a deliberate integrative intellectual focus;
6. Students are also encouraged to take advantage of study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirements will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record:

"Completed requirements for the Five College Certificate in African Studies."

For further details, consult one of the campus representatives:

Amherst College: Mitzi Goheen, Department of Anthropology

Hampshire College: Reinhard Sander, Humanities and Arts

Mount Holyoke College: Samba Gadjiogo, Department of French

Smith College: Elizabeth Hopkins, Department of Sociology and Anthropology

University of Massachusetts: Ketu Katrak, Department of English, and J.V.O. Richards, Department of Afro-American Studies



## Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary American foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a Third World country.

A complete list of the Five College courses for each of the seven requirements is available from the Office of the Dean of the Faculty, the advisers listed below, and the Five College Center.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman.

Hampshire College: Carol Bengesdorf.

Mount Holyoke College: Vincent Ferraro, Anthony Lake.

Smith College: Peter Rowe, Elizabeth Doherty.

UMass: Stephen Pelz, History; Eric Einhorn, Peter Haas, M.J. Peterson, Political Science.

## Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance their understanding of the complex region that comprises contemporary Latin America.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260b/261a);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion, and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. An interdisciplinary seminar taught by two or more faculty members representing two or more of the five colleges;
5. A Latin American and Caribbean bibliography course (currently offered at the University of Massachusetts).

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

# The Athletic Program

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Linda C. Hackett, Director of Athletics, M.A., M.B.A.

## Coaches

James Babyak, M.A., Coach of Basketball and Soccer

Kim G. Bierwert, B.A., Coach of Swimming and Diving

Theresa Collins, B.S., Coach of Skiing

Susan Colodny, A.B., Coach of Squash

Christine Jane Davis, M.S., Coach of Tennis

Judy Dubiel, B.S., Coach of Field Hockey and Lacrosse

Suzanne Gray, M.Ed., Coach of Riding

Mary Jane Grinaker, M.S., Coach of Cross Country and Track and Field

Bonnie Stewart May, M.S., Coach of Softball and Volleyball

## Staff

Mary E. O'Carroll, M.S., Athletic Trainer

Debra Jackson, M.S., Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, both at the intercollegiate and the intramural levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 200. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries concerning intercollegiate athletics and the intramural program should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, Massachusetts 01063.

## A. Intercollegiate Athletics

The emphasis of the intercollegiate program is on the pursuit of athletic excellence and the enjoyment of competition with other highly skilled players. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference

(ECAC). The college's schedules include many contests with Division I and Division II institutions as well.

In 1988-89, the college will field the following intercollegiate teams:

**Basketball.** Season: November-March. Practice hours: M T W Th F 4-6 p.m., James Babyak.

**Crew.** Season: September-May. Practice hours: M T W Th F 3:30-5:30 p.m., To be announced.

**Cross Country.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Mary Jane Grinaker.

**Field Hockey.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Judy Dubiel.

**Lacrosse.** Season: February-May. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Judy Dubiel.

**Riding.** Season: September-December, February-May. Practice hours: To be arranged, Suzanne Gray.

**Skiing.** Season: January-March. Practice hours: To be arranged, Theresa Collins.

**Soccer.** Season: September-November. Practice hours: M T W Th F 4-6 p.m., James Babyak.

**Softball.** Season: March-May. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Bonnie Stewart May.

**Squash.** Season: November-March. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., Susan Colodny.

**Swimming and Diving.** Season: September-March. Practice hours for swimming: M T W Th F 3-5 p.m.; practice hours for diving: M T W Th 5:45-7:30 p.m., F 1-3 p.m., Kim G. Bierwert.

**Tennis.** Season: September-October, February-April. Practice hours: M T W Th 4-6 p.m., F 3-5 p.m., Christine Jane Davis.

**Track and Field.** Season: October-December, preseason conditioning; technique and strength work. January-May, indoor/outdoor competition. Practice hours: October-December, three days per week to be arranged. January-May M T W Th F 4-6 p.m., Mary Jane Grinaker.

**Volleyball.** Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m., Bonnie Stewart May.

squash, swimming, tennis, and volleyball, and in special events such as a novice crew regatta, the Head of the Paradise, the campus run, and the open doubles tennis tournament. In addition, there is a synchronized swimming club, "Lifeguards," which practices all year and gives water shows each spring.

## B. Intramural Athletics

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time and effort required by varsity athletics. The focus of the intramural program is on interhouse competition. The 34 houses vie with friendly rivalry for tournament championships in badminton, basketball, field hockey, paddle tennis, soccer, softball,



# Directory

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## The Board of Trustees

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Northampton

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New Haven, Connecticut  
Term expires 1989

Euphemia Hare Steffey, A.B., *Chairman*  
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Term expires 1989

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Mount Kisco, New York  
Term expires 1989

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Princeton, New Jersey  
Term expires 1989

Nancy E. Goldsmith, A.B.  
Essex, Connecticut  
Term expires 1990

Barbara O. Taylor, Ph.D.  
Lake Forest, Illinois  
Term expires 1990

Kate Belcher Webster, A.B.  
Bainbridge Island, Washington  
Term expires 1990

Sheila Sweeney Evans, A.B.  
Cohasset, Massachusetts  
Term expires 1991

Carolyn Boyd Hatcher, M.A.T.  
Atlanta, Georgia  
Term expires 1991

Phoebe Reese Lewis, A.B.  
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Term expires 1991

Christine von Wedemeyer Beshar, A.B.  
New York, New York  
Term expires 1992

Theodore F. Brophy, LL.B.  
Stamford, Connecticut  
Term expires 1992

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Boston, Massachusetts  
Term expires 1992

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Boston, Massachusetts  
Term expires 1992

David W. Wallace, J.D.  
Greenwich, Connecticut  
Term expires 1992

Margaret E. Mahoney, M.B.A.  
New York, New York  
Term expires 1993

Joyce E. Moran, J.D.  
Chicago, Illinois  
Term expires 1993

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Erica Bianchi-Jones, A.B., *Secretary*  
Northampton

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 Term expires 1991

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 Term expires 1991

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 Term expires 1991

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 New York, New York  
 Term expires 1991

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 Term expires 1991

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 Southport, Connecticut  
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 Term expires 1993

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 To be announced

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## Faculty

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*President and Professor of History*  
 A.B. College of William and Mary,  
 Ph.D. Bryn Mawr College

**Thomas Corwin Mendenhall, B.Litt., Ph.D.,  
 LL.D., L.H.D.**  
*President Emeritus and Professor Emeritus  
 of History* (1975)

**Laura Woolsey Lord Scales, B.L., LL.D.,  
 Litt.D.**  
*Warden Emeritus* (1944)

**Miguel Zapata y Torres, Ph.D.**  
*Associate Professor Emeritus of Spanish  
 Language and Literature* (1957)

**Benjamin Martin Shaub, Ph.D.**  
*Associate Professor Emeritus of Geology  
 and Geography* (1958)

**Elisabeth Koffka, Ph.D.**  
*Professor Emeritus of History* (1961)

**Catherine A. Pastuhova, Ph.D.**  
*Associate Professor Emeritus of Russian  
 Language and Literature* (1961)

**Jeanne Seigneur Guiet, M.A.**  
*Assistant Professor Emeritus of French  
 Language and Literature* (1961)

**Edith Burnett, B.S.**  
*Associate Professor Emeritus of Theatre and  
 Speech* (1962)

**Bianca del Vecchio, Diploma di Magistero**  
*Professor Emeritus of Music* (1963)

**Edna Rees Williams, Ph.D.**  
*Professor Emeritus of English Language  
 and Literature* (1964) and *Sophia Smith  
 Fellow*

**Mary Elizabeth Mensel, A.B.**  
*Director Emeritus of Scholarships and  
 Student Aid* (1964)

**Florence Marie Ryder, M.S.**  
*Associate Professor Emeritus of Physical  
 Education* (1965)

**Margaret Storrs Grierson, Ph.D.**  
*College Archivist Emeritus* (1965)

**Charles Jarvis Hill, Ph.D.**  
*Professor Emeritus of English Language and  
 Literature* (1966)

**Virginia Corwin Brautigam, B.D., Ph.D.**  
*Charles N. Clark Professor Emeritus of  
 Religion and Biblical Literature* (1966)

**Elizabeth Sanders Hobbs, Sc.D.**  
*Professor Emeritus in the Biological Sciences*  
 (1967)

**Kenneth E. Wright, Ph.D.**  
*Professor Emeritus in the Biological Sciences*  
 (1967)

**Lois Evelyn Te Winkel, Ph.D.**  
*Professor Emeritus in the Biological Sciences*  
 (1968)

**Esther Carpenter, Ph.D., D.Sc. (Hon.)**  
*Myra M. Sampson Professor Emeritus in the Biological Sciences* (1968)

**Jean Strachan Wilson, Ph.D.**  
*Sydenham Clark Parsons Professor Emeritus of History* (1968)

**Eleanor Terry Lincoln, Ph.D.**  
*Professor Emeritus of English Language and Literature* (1968)

**Helen Muchnic, Ph.D.**  
*Helen and Laura Shedd Professor Emeritus of Russian Language and Literature* (1969)  
*and Sophia Smith Fellow*

**Elinor Van Dorn Smith, Ph.D.**  
*Professor Emeritus in the Biological Sciences*  
 (1969)

**Dorothy Carolin Bacon, Ph.D.**  
*Robert A. Woods Professor Emeritus of Economics* (1970)

**Neal Henry McCoy, Ph.D.**  
*Gates Professor Emeritus of Mathematics*  
 (1970)

**Gertrude Parker Smith, A.M.**  
*Professor Emeritus of Music* (1971)

**Helen Evangeline Rees, Ed.D.**  
*Professor Emeritus of Education and Child Study* (1971)

**Anne Gasool, A.M.**  
*Associate Professor Emeritus of French Language and Literature* (1971)

**William I. P. Campbell**  
*Horticulturist Emeritus* (1971)

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*Sophia and Austin Smith Professor Emeritus of Philosophy* (1972)

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*Professor Emeritus of Art* (1972)

**Marshall Schalk, Ph.D.**  
*Professor Emeritus of Geology* (1972) *and Sophia Smith Fellow*

**Paul Douglas Davis, B.S. in C.E.**  
*Superintendent Emeritus of Buildings and Grounds* (1972)

**Helen Whitcomb Randall, Ph.D.**  
*Esther Cloudman Dunn Professor Emeritus of English Language and Literature* (1973)

**Max Salvadori, Dr. Sc. (Pol.), Litt.D.**  
*Dwight W. Morrow Professor Emeritus of History* (1973)

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*Professor Emeritus in the Biological Sciences*  
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*Business Manager Emeritus* (1974)

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*Lecturer Emeritus of Russian Language and Literature* (1974)

**Vera A. Joseph, M.D.**  
*College Physician Emeritus* (1975)

**Charlotte Hackstaff Fitch, A.M.**  
*Professor Emeritus of Theatre and Speech*  
 (1976)

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*Secretary Emeritus of the Board of Trustees*  
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**Helen Benham Bishop, A.B.**  
*Registrar Emeritus* (1976)

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*Professor Emeritus of French Language and Literature* (1978)

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*Dean of Students Emeritus and Professor  
 Emeritus of Physical Education (1979)*

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*Professor Emeritus of Psychology (1979)*

**Denton McCoy Snyder, M.A.**  
*Professor Emeritus of Theatre (1980)*

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*Professor Emeritus of Spanish and  
 Portuguese (1981)*

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*Director Emeritus of the Career Development  
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*Student Counselor Emeritus (1981)*

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*Professor Emeritus of Psychology (1982)*

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*Director Emeritus of the Faculty Center  
 (1982)*

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*Charles N. Clark Professor Emeritus of  
 Government (1984)*

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*Professor Emeritus of Music (1984)*

**Dorothy Stahl, B.Mus., Diploma**  
*Professor Emeritus of Music (1984)*

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*Professor Emeritus of Dance (1984)*

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*Associate Physician Emeritus (1984)*

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*Professor Emeritus of English Language and  
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*Professor Emeritus of History (1987)*

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*Professor Emeritus of Theatre (1987)*



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*College Librarian*  
B.S. Mississippi State College for Women,  
M.A.L.S. George Peabody College.

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A.B. Harvard College, M.S. University of  
California at Los Angeles, Ph.D. Harvard  
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**Ann Moss Burger**

*Dean of the College and Lecturer in Geology*  
A.B. Mount Holyoke College, M.A. Indiana  
University.

## Professors

**Martha A. Ackelsberg**

*Professor of Government*  
B.A. Radcliffe College, M.A., Ph.D. Princeton  
University.

**Kathryn Pyne Addelson**

*Professor of Philosophy*  
A.B. Indiana University, Ph.D. Stanford  
University.

**Joan Afferica**

*Professor of History*  
B.A. Barnard College, M.A. Radcliffe  
College, Ph.D. Harvard University.

**Michael O. Albertson**

*Professor of Mathematics*  
B.S. Michigan State University, Ph.D.  
University of Pennsylvania.

**Mark Aldrich**

*Professor of Economics*  
B.A. Middlebury College, M.A. University of  
California at Berkeley, Ph.D. University of  
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**H. Robert Burger**

*Professor of Geology*

B.S. Yale University, A.M., Ph.D. Indiana University.

**Carl John Burk**

*Gates Professor of Biological Sciences*

A.B. Miami University, M.A., Ph.D. University of North Carolina.

**James Joseph Callahan**

*Professor of Mathematics*

B.A. Marist College, Ph.D. New York University.

**Phyllis Cassidy**

*Professor of Mathematics*

B.S., Ph.D. Columbia University.

**Alice Rodrigues Clemente**

*Professor of Spanish and Portuguese and of Comparative Literature*

A.B., M.A., Ph.D. Brown University.

**David Warren Cohen**

*Professor of Mathematics and Director of the Center for Academic Development*

B.S. Worcester Polytechnic Institute, M.S., Ph.D. University of New Hampshire.

**John M. Connolly**

*Professor of Philosophy*

B.A. Fordham College, M.A. Oxford University, Ph.D. Harvard University.

**Faye J. Crosby**

*Professor of Psychology*

A.B. Wheaton College, Ph.D. Boston University.

**H. Allen Curran**

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B.S. Washington and Lee University, M.S., Ph.D. University of North Carolina at Chapel Hill.

**Bruce Theodore Dahlberg**

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B.A. Syracuse University, M.Div. Union Theological Seminary, Ph.D. Columbia University.

**Jill G. de Villiers**

*Professor of Philosophy and of Psychology*

B.Sc. Reading University, England, Ph.D. Harvard University.

**Peter A. de Villiers**

*Professor of Psychology*

B.A. Rhodes University, South Africa, B.A. Oxford University, Ph.D. Harvard University.

**Marie-José Madeleine Delage**

*Professor of French Language and Literature*

B.A. Bordeaux, Lic. ès L., D.E.S., Docteur en Histoire, University of Paris.

**Thomas Sieger Derr, Jr.**

*Professor of Religion and Biblical Literature*

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**Margherita Silvi Dinale**

*Professor of Italian Language and Literature*

Dottore in Lettere, Università di Firenze.

**Donna Robinson Divine**

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B.A. Brandeis University, Ph.D. Columbia University.

**Karl Paul Donfried**

*Professor of Religion and Biblical Literature*

A.B. Columbia College, B.D. Harvard University, S.T.M. Union Theological Seminary, Dr. Theol. University of Heidelberg.

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*Professor of Education and Child Study and Director of the Campus School*

B.A. Colby College, M.A., Ed.D. Columbia University.

**Stanley Maurice Elkins**

*Sydenham Clark Parsons Professor of History*

A.B. Harvard College, M.A., Ph.D. Columbia University.

**Paul Richer Evans**

*Professor of Music*

B.A. Oberlin College, M.A. Yale University, M.F.A., Ph.D. Princeton University.

**Lawrence A. Fink**

*Professor of Education and Child Study*

A.B. Stanford University, M.A., Ed.D. Columbia University.

**George Morrison Fleck***Professor of Chemistry*

B.S. Yale University, Ph.D. University of Wisconsin.

**Dean Scott Flower***Professor of English Language and Literature*

A.B. University of Michigan, Ph.D. Stanford University.

**Myron Peretz Glazer***Professor of Sociology and Anthropology*

B.A. City College of New York, M.A. Rutgers University, M.A., Ph.D. Princeton University.

**Steven Martin Goldstein***Professor of Government*

B.A. Tufts College, M.A. Fletcher School of Law and Diplomacy, Ph.D. Columbia University.

**Philip Green***Sophia Smith Professor of Government*

B.A. Swarthmore College, M.P.A., Ph.D. Princeton University.

**Robert Mitchell Haddad***Sophia Smith Professor of History and Professor of Religion and Biblical Literature*

B.S. University of Pittsburgh, M.A. University of Michigan, Ph.D. Harvard University.

**Charles V. Hamilton***William Allan Neilson Professor (Government and Sociology and Anthropology)*

B.A. Roosevelt University, J.D. Loyola University School of Law, M.A., Ph.D. University of Chicago.

**Vernon Judson Harward, Jr.***Professor of English Language and Literature*

A.B. University of North Carolina, A.M., Ph.D. Columbia University.

**David Andrew Haskell***Professor of Biological Sciences*

B.Sc. Ohio State University, M.S., Ph.D. Purdue University.

**W. Bruce Hawkins***Professor of Physics*

A.B. Amherst College, Ph.D. Princeton University.

**Kenneth Paul Hellman***Professor of Chemistry*

A.B. Drew University, M.S., Ph.D. Michigan State University.

**James M. Henle***Professor of Mathematics*

A.B. Dartmouth College, Ph.D. Massachusetts Institute of Technology.

**Jean Higgins***Professor of Religion and Biblical Literature*

B.A. University of Capetown, South Africa, Ph.D. Marquette University.

**Elizabeth Erickson Hopkins***Professor of Sociology and Anthropology*

B.A. Wellesley College, M.A., Ph.D. Columbia University.

**Daniel Horowitz***Professor of American Studies and of History*

B.A. Yale College, Ph.D. Harvard University.

**Helen Lefkowitz Horowitz***Professor of History and of American Studies*

B.A. Wellesley College, M.A., Ph.D. Harvard University.

**Nelly Schargo Hoyt***Achilles Professor of History*

A.B. Smith College, M.A., Ph.D. Columbia University.

**D. Dennis Hudson***Professor of World Religions*

B.A., M.A. Oberlin College, Ph.D. Claremont Graduate School.

**Seymour William Itzkoff***Professor of Education and Child Study*

B.A. University of Hartford, M.A., Ed.D. Columbia University.

**Elizabeth S. Ivey***Louise Wolff Kahn Professor of Physics*

B.S. Simmons College, M.A. Harvard University, Ph.D. University of Massachusetts at Amherst.

**Monica Jakuc***Professor of Music*

B.S., M.S. Juilliard School of Music.



**Lawrence Alexander Joseph**  
*Professor of French Language and Literature*  
 A.B., A.M., Ph.D. Harvard University.

**Erna Berndt Kelley**  
*Professor of Spanish and Portuguese*  
 B.A., M.A., Ph.D. University of Wisconsin.

**Murray James Kiteley**  
*Sophia Smith Professor of Philosophy*  
 B.A., M.A., Ph.D. University of Minnesota.

**Frederick Leonard**  
*Professor of Economics*  
 B.S., M.A. Miami University, Ph.D. University of Michigan.

**Robert G. Linck**  
*Professor of Chemistry*  
 B.S. Case Institute of Technology, Ph.D. University of Chicago.

**Lester K. Little**  
*Dwight W. Morrow Professor of History*  
 A.B. Dartmouth College, M.A., Ph.D. Princeton University.

**Thomas Hastings Lowry**  
*Professor of Chemistry*  
 A.B. Princeton University, Ph.D. Harvard University.

**Iole Fiorillo Magri**  
*Professor of Italian Language and Literature*  
 A.M. Mount Holyoke College, Dottore in Lingue e Letterature Straniere, Università Cattolica, Milan.

**Alan L. Marvelli**  
*Professor of Education and Child Study, Director of the Smith College-Clarke School for the Deaf Teacher Education Program, and Director of Graduate Study*  
 B.S. Bridgewater State College, M.E.D. Smith College, Ed.D. University of Massachusetts at Amherst.

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*Professor of Biological Sciences and Dean of the Faculty*  
 B.A., Ph.D. University of Kansas.

**Joan E. Morgenthau**  
*College Physician and Adjunct Professor of Psychology*  
 B.A. Vassar College, M.D. Columbia University.

**Cynthia Taft Morris**  
*Charles N. Clark Professor of Economics*  
 B.A. Vassar College, M.Sc. London School of Economics, Ph.D. Yale University.

**E. Jefferson Murphy**  
*Professor of African Studies (at Smith College Under the Five College Program)*  
 A.B., M.A. Emory University, Ph.D. University of Connecticut.

**Francis Murphy**  
*Professor of English Language and Literature*  
 B.A. American International College, M.A. University of Connecticut, Ph.D. Harvard University, Litt.D. (Hon.) American International College.

**Philipp Otto Naegele**  
*William R. Kenan, Jr. Professor of Music*  
 B.A. Queens College, M.F.A., Ph.D. Princeton University.

**Howard Allen Nenner**  
*Professor of History*  
 B.A. Queens College, LL.B. Columbia University, Ph.D. University of California at Berkeley.

**Caryl Miriam Newhof**  
*Professor of Exercise and Sport Studies*  
 B.S. Boston University, M.S. Smith College.

**Elliot Melville Offner**  
*Andrew W. Mellon Professor in the Humanities (Art) and Printer to the College*  
 B.F.A., M.F.A. Yale University.

**Margaret Anderson Olivo**  
*Professor of Biological Sciences*  
 B.A. Augustana College, Ph.D. Stanford University.

**Richard Francis Olivo**  
*Professor of Biological Sciences*  
 A.B. Columbia University, A.M., Ph.D. Harvard University.

**Joseph O'Rourke**  
*Professor of Computer Science*  
 B.S. St. Joseph's University, M.S., Ph.D. University of Pennsylvania.

**Josephine Louise Ott**  
*Professor of French Language and Literature*  
 B.A., M.A. Wellesley College, C.A.P. University of Paris, Ph.D. Yale University.



**Arthur Shattuck Parsons**

*Professor of Sociology and Anthropology*  
B.A. Wesleyan University, M.C.P. Harvard University, M.A., Ph.D. Brandeis University.

**Ronald Christopher Perera**

*Elsie Irwin Sweeney Professor of Music*  
A.B., A.M. Harvard University.

**Jeanne A. Powell**

*Sophia Smith Professor of Biological Sciences*  
A.B. Pembroke in Brown University, M.A., Ph.D. Bryn Mawr College.

**Peter Benedict Pufall**

*Professor of Psychology*  
B.A. Saint Benedict's College, Ph.D. Catholic University of America.

**Quentin Quesnell**

*Professor of Religion and Biblical Literature*  
M.A., S.T.L. Saint Louis University, S.S.D. Pontifical Biblical Institute, Rome.

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**Barbara B. Reinhold**

*Director of the Career Development Office and Adjunct Associate Professor of Psychology*  
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**Marylin Martin Rhie**

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**Peter Isaac Rose**

*Sophia Smith Professor of Sociology and Anthropology*  
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**Stanley Rothman**

*Mary Huggins Gamble Professor of Government*  
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**Peter Niles Rowe**

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**Catherine Rudder**

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**Neal E. Salisbury**

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**Angeles J. Placer**

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**Lecturers**

**Thomas Travis Army**

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**Robert Berkey**

*Visiting Lecturer in Religion and Biblical Literature*

**Jerry Bevington**

*Lecturer in Dance*

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**Pearl Primus**

*Lecturer in Dance*

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*Lecturer in Dance*

**Peter Schloerb**

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**Stephen E. Schneider**

*Lecturer in Astronomy*

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*Lecturer in Dance*

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*Department of Education and Child Study*

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**Janice Moulton**  
*Research Associate in Philosophy*

**George M. Robinson, Ph.D.**  
*Research Associate in Psychology*

**Martha Teghtsoonian, Ph.D.**  
*Research Associate in Psychology*

**Steven Trierweiler, Ph.D.**  
*Research Associate in Psychology*

**Graham R. Kent, M.Sc.**  
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**Mary Murphy, M.A.T.**  
*Laboratory Instructor in Mathematics*

**Virginia White, M.A.**  
*Laboratory Instructor in Chemistry*

**David Meacham, A.B.**  
*Laboratory Supervisor in Physics*

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**Reyes Lázaro, Licenciatura en Filosofía y Letras**  
*Assistant in Spanish and Portuguese and in Philosophy*

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*Assistant in Statistics, Psychology Department*

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*To be announced*

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*Bibliographer*

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*Head of the Reference Department and Assistant Librarian*

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*Art Librarian*

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*Librarian, Werner Josten Library*

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*Associate Director for Administration*



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*To be announced*

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*Acting Director*

Crane J. Willemse

*Project Administrator, Alumna Biography Project*

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*Registrar*

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*Business Manager*

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*Director of the Physical Plant*

Richard H. Munson, Ph.D.

*Director of the Botanic Gardens*

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*Director of Personnel Services*

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Raymond A. Ducharme, Jr., Ed.D.

*Director*

## Standing Committees 1988-89

### Elected Committees

#### Committee on Academic Policy

The Dean of the Faculty, *Chair*  
(Robert B. Merritt)

The Associate Dean of the Faculty,  
non-voting (Marilyn Schuster)

Phyllis Cassidy (1991)

John Connolly (1991)

\*Gertraud Gutzmann (1989)

Elizabeth Ivey (1989)

Eric Reeves (1991)

Alan Rudnitsky (1989)

Donald Robinson (1989)

Catherine Smith (1991)

Substitute for the year:

Peter Rowe

#### Committee on College Planning and Resources

The President, *Chair*  
(Mary Maples Dunn)

Two Trustees

The Dean of the Faculty  
(Robert B. Merritt)

The Associate Dean of the Faculty  
(Marilyn Schuster)

The Dean of the College  
(Ann Burger)

The Treasurer or Associate Treasurer  
(Larry Selgelid, Treasurer)

The Director of Development  
(Charlotte Heatt)

The Director of Planning and Research,  
*Secretary* (To be named)

The President of the Alumnae Association  
(Christina J. Eldridge)

The members of the Faculty Council  
(David Ball)

(Fletcher Blanchard)

(Elizabeth Ivey)

(Howard Nenner)

(Donald Robinson)

The President of the Student Government  
Association (Rebecca Ruppert)

The Past President of the Junior Class  
(Keiko Matsudo)

The President of the Junior Class  
(Yoon Kyong Kim)  
The Chair of the Board of Trustees,  
*ex officio* (Euphemia Steffey)

### Committee on Community Policy

Martha Ackelsberg (1991)  
Fletcher Blanchard (1991)  
Thomas Riddell (1989)  
Marjorie Senechal (1989)  
Donald Siegel (1989)  
The Dean of the College  
(Ann Burger)  
Three students:  
The President of the Student Government  
Association (Rebecca Ruppert)  
The President of the Student Senate  
(Anne Martin)  
The Head of House Presidents  
(Ann Doyle)  
Substitutes for the year:  
John Betlyon  
Richard Fantasia

### Committee on Faculty Compensation and Development

The Dean of the Faculty, *Chair*  
(Robert B. Merritt)  
The Associate Dean of the Faculty  
(Marilyn Schuster)  
Robert Averitt (1989)  
John Burk (1991)  
Howard Nenner (1991)  
Patricia Skarda (1989)  
Charles Staelin (1989)  
Substitute for the year:  
Allen Curran (for Charles Staelin)

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## CLASS SCHEDULE

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Mon.	Tues.	Wed.	Thurs.	Fri.
8-9:10 a.m. A	8-9:20 a.m. G			A
9:20-10:30 a.m. B	9:30-10:50 a.m.			B
10:40-11:50 a.m. C	H 11-11:50 a.m. J		H J	C

12 noon

1-2 p.m. D	1-2:50 p.m.		1-2:50 p.m.	
2:10-3 p.m. E	K		M	
3:10-4 p.m. F	3-4:50 p.m.		3-4:50 p.m.	
	L		N	

5 p.m.

7:30-9:30 p.m. W*	**	7:30-9:30 p.m. X*	7:30-9:30 p.m. Y*	**
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\*A three-hour laboratory session scheduled in block W, X or Y runs from 7 to 10 p.m.

\*\*Reserved for activities and events.



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